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ABSTRACT

These guidelines are part of a total curricular program K-12 developed for use in the elementary and secondary schools of the Diocese of Cleveland. Objectives for the study of the communication arts in these grades are listed as follows: (1) Listening with attention, discrimination, and empathy, (2) Viewing with perception, discrimination, and appreciation, (3) Thinking clearly critically, and creatively, (4) Reading with comprehension, discernment, and for enjoyment, and (5) Speaking and writing with clarity and precision, thoughtfully and effectively, and with honesty and conviction. A section on teacher resources for these grades is included. (CK)

ED 059186

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G U I D E L I N E S
for
COMMUNICATION ARTS
K-12

TE 002 745

Diocese of Cleveland
1971

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USE OF THESE GUIDELINES

These guidelines are part of a total curricular program K-12 developed for use in the elementary and secondary schools of the Diocese of Cleveland. Quoting from the Superintendent's foreword to the total program:

> "The staff at the diocesan office as well as the administrators and teachers who participated in the development of the K-12 curricular system envision its use in at least three ways:
>
> 1. It can serve as a BASIS for developing SPECIFIC SYLLABI or courses of study ADAPTED to the NEEDS of the students in the various geographical areas of the diocese. Such courses of study, we believe, can best be developed under the guidance of diocesan area and subject-matter consultants by individual schools or clusters of schools with similar needs.
>
> 2. Through careful study and use of the materials provided, individual teachers will be more aware of the anticipated student-performance on their respective grade level. Yet, because the schools have been furnished with scope and sequence charts for the total K-12 curriculum, any individual teacher can also see what are the anticipated outcomes of lower and higher levels. Thus the individual teacher can better assess the needs of her own students.
>
> 3. Decisions regarding pilot programs as well as the adoption of textbooks will be based on how well the proposed innovation or curricular materials accomplish the student-performance objectives spelled out in each subject area."
>
> To the Administrators-
> CURRICULAR PROGRAM K-12
> PART I, p. 1

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ACKNOWLEDGMENTS

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FEEDBACK SHEET
COMMUNICATION ARTS

NAME_____ SCHOOL_____
(Total Teaching Experience _____)

1. Please check the level on which you teach.

___Primary ____Intermediate ____Junior High ____Senior High

2. Check the area(s) in the communication arts for which you are responsible.

___Reading ___Speaking and Writing
___Listening ___Viewing

3. Have the Scope and Sequence and the Guidelines made it possible for you to implement the communication arts curriculum in your particular situation?

In regard to the teaching of the language arts? ___ Yes ___ No
In regard to the teaching of reading? ___ Yes ___ No

4. Were the student objectives reasonable and clearly stated?___ Yes ___ No

5. In the language arts guidelines were The Points of Emphasis for the Teacher helpful? ____ Yes ___ No

6. Were the resources for the language arts helpful? ____ Yes ___ No

7. What section of the guidelines did you find most helpful?

___Reading ___Speaking and Writing
___Listening ___Viewing

8. Which section of the guidelines did you find least helpful?

___Reading ___Speaking and Writing
___Listening ___Viewing

9. Please check the part of the Guidelines for a School-wide Reading Program that you found helpful.

___Appraisal and Analysis of Reading Proficiency
___Types of Reading Instruction
___Reading Difficulties
___Paraprofessionals as Reading Aides
___Enjoyment and Appreciation of Literature
___Resources

10. Check the type of organizational plan that describes your reading program.

___Nongraded ___Levels ___self-contained classroom ___other

11. What areas(s) in the field of reading need(s) more explanation and suggested helps? _____

_____

12. Please indicate below any suggestions you have that will help to improve the communication arts curriculum.

Scope and Sequence and Student Objectives of the Communication Arts

Points of Emphasis for the Teacher in the language arts

Resources

Other Suggestions

IF ADDITIONAL SPACE IS NEEDED TO WRITE SUGGESTIONS PLEASE ATTACH ANOTHER SHEET AND BE SURE TO NUMBER EACH ANSWER. THANK YOU

PHILOSOPHY AND OBJECTIVES FOR COMMUNICATION ARTS - K-12

Language is the most human, the most basic of all man's activities. The study of language, broadly conceived as communication arts, has the following major objectives: to form the individual whose personal growth is furthered through:

LISTENING

- with attention
- with openness and discrimination
- with empathy

VIEWING

- with perception
- with discrimination
- with appreciation

THINKING

- clearly
- critically
- creatively, deeply, broadly

READING

- with comprehension
- with discernment and discrimination
- for enjoyment and continued interest

SPEAKING AND WRITING

- with clarity and precision
- thoughtfully and effectively
- with honesty and conviction

Such a person is one who thinks clearly, feels deeply, and acts wisely.

RATIONALE FOR COMMUNICATION ARTS SCOPE AND SEQUENCE, K-12

WHY COMMUNICATION ARTS?

The teacher-committees studying reading and language arts
recommended a total program
combining the many related facets of

reading
language structure
mechanics
spelling
handwriting
oral composition
written composition

WHY PROCESS?

A sequential program emphasizing process
best implements the major objectives of the communication arts
described as process

LISTENING
VIEWING
READING
SPEAKING
WRITING

WHY VIEWING?

- Somebody has to make a FIRST ATTEMPT

- Viewing is

  - of greatest import in a media-bombarded society
  - of multi-sensory dimension
  - related to PERCEIVING in art
  - envisioned as a gradually-refined process. . .

    PRIMARY GRADES - simple awareness of
    response to
    sensory stimuli

    INTERMEDIATE AND
    JUNIOR HIGH - teacher-guided effort
    to interpret
    sensory perceptions

    SENIOR HIGH - independent power
    to evaluate
    impact and influence of
    mass media

- Present program
  is in need of greater specificity

WHY THIS PARTICULAR ORGANIZATIONAL FORMAT?

The trend toward continuous-progress programs
led to dividing the SCOPE AND SEQUENCE into four levels

PRIMARY
INTERMEDIATE
JUNIOR HIGH
SENIOR HIGH

Recommendations by teacher-committees
led to sequencing

STUDENT-PERFORMANCE OBJECTIVES

HAS VALUE FORMATION BEEN OVERLOOKED?

VALUE FORMATION is
- implicit in efforts to include
CHRISTIAN ATTITUDES and VALUES
among student-performance objectives

- to be made more explicit by teachers
in providing opportunities
in
literary study
mass media

* * * * * * * *

HERE'S WHAT'S COMING --

THE FIRST STEP IN AN ON-GOING PROCESS OF DEVELOPING
a self-regenerating COMMUNICATION ARTS program
for the Catholic schools of the Diocese of Cleveland

- A COMPLETE K-12 SCOPE AND SEQUENCE IN EACH PROCESS

- GUIDELINES FOR A SCHOOL-WIDE READING PROGRAM K-12

- SPECIFIC PROGRAMS FOR EACH OF THE FOUR LEVELS

SCOPE AND SEQUENCE
COMMUNICATION ARTS

K - 3

LISTENING

The student should:

- enjoy stories, poetry, etc., read by teacher
- identify and distinguish familiar types of sounds
- enjoy rhyme and rhythm
- show awareness of need of listening to others
- follow directions
- answer specific questions
- discriminate various types of less familiar sounds
- become aware of new words
- accept differing speech patterns within the classroom
- become aware of sentence sense in speech
- recognize word order in sentences

4 - 6

LISTENING

The student should:

- follow directions
- write sentences from dictation
- acquire and use new words
- absorb the substance of a short paragraph
- begin to note sequence of events
- recognize relationships between ideas
- become aware of differences between fact and opinion
- interpret oral composition
- summarize from experience these purposes for listening: information, enjoyment, persuasion
- see a need to develop good listening habits to further progress in learning

7 - 9

LISTENING

The student should:

- follow specific directions and instructions
- identify specific sounds in environment
- reproduce in writing what is dictated
- improve speech by analyzing his voice
- select main ideas from listening to dictated passages

- note story line in reading done by teachers and others
- note sequences
- exercise imagination in listening
- draw inferences
- recognize that listening is a mental attitude, not merely the physical attribute of hearing

- attend to what others say in group discussion
- be open to viewpoints expressed by others
- respect the opinion of others
- follow speaker's ideas
- identify own prejudices that block effective listening

- enrich speaking vocabulary by listening for precise words in reports, speeches, etc.
- begin to eliminate prejudices that block effective listening
- recognize rhythm in interpretive reading
- distinguish fact from opinion

- summarize main points of a speech or discussion
- develop auditory sense of sentence structure
- identify "loaded" language

10 - 12

LISTENING

The student should:

- carry out complex directions after hearing them read only once
- recall main ideas of speeches, reports, etc., after a lapse of time
- improve speech by analyzing his voice
- distinguish honest persuasion from dishonest propaganda
- follow trend of thought in person-to-person contacts as well as in group discussion

- draw inferences and make generalizations from discussions
- demonstrate empathy in person-to-person listening-speaking contacts as well as in group discussion
- demonstrate open-mindedness toward speaker

- identify viewpoints of speakers
- begin to develop art of conversation by being a good listener
- develop auditory sense of such elements as sequence, transition, etc.
- develop auditory sense of paragraph structure

- identify speaker's pattern of organization
- relate what is heard to speaker's intention, content, organization, audience, and situation
- evaluate strengths and weaknesses of prominent speakers using objective criteria
- value the importance of good listening habits in a media-bombarded society

SCOPE AND SEQUENCE
COMMUNICATION ARTS

K - 3

VIEWING (multi-sensation)

The student should:

- become aware and sensitive to sense components: color, shape, texture, size, line, and sound
- respond to moods effected by sense components
- differentiate between light and dark, large and small, smooth and rough, curved and straight, loud and soft, high and low, etc.
- enjoy impact of sense elements
- identify with attitudes portrayed in viewing

4 - 6

VIEWING (multi-sensation)

The student should:

- refine identity of color, shape, texture, space, size, line, sound
- be acquainted with and identify tone, light, and motion
- refine sensitivity to and begin to interpret color, shape, texture, size, line, sound
- differentiate between and respond to tone, light, motion
- enjoy, empathize, and project self into experiences involving sense components

7 - 9

VIEWING (multi-sensation)

The student should:

- refine the ability to identify sense components
- recognize spatial relationships, color intensity, dimension
- extend the ability to interpret sensory experience with emphasis on spatial relationships, color intensity, dimension
- infer mood, attitude, atmosphere from sensory experience
- assess value of sensory stimuli and determine adequate response
- gain insight into problems faced by self and others
- enjoy the impact of multi-sensory experiences

10 - 12

VIEWING (multi-sensation)

The student should:

- grow in sensitivity to the basic sense components
- become aware of composition (make-up) as a dimension in perception
- abstract and therefore recognize some existing visual symbolism in sense experience
- grow in understanding and in interpretation of distinguishing features of sense components
- analyze for understanding and evaluation of sense components (with concentration on composition and visual symbolism)
- grow in awareness and appreciation of the impact of sense components in life situations
- be able to integrate, synthesize, and apply insights derived from study of sense components (particularly composition and visual symbolism)
- experience emotional or intellectual identification

SCOPE AND SEQUENCE
COMMUNICATION ARTS

K - 3

READING

Word Recognition

The student should:

- have auditory perception of rhyming words
- know the alphabet
- know sound-symbol relationship
- apply phonetic generalizations in word attack
- use picture context clues
- apply structural analysis
- use dictionary skills

Reading for Meaning

The student should:

- have enriched vocabulary
- possess sentence sense and knowledge of paragraph meaning
- skim to find main ideas, details, topics
- note cause-effect, time-place relationships, and sequence
- answer thought questions
- grasp implications and inferences
- predict outcomes and make generalizations
- relate reading to life situations
- have the idea of classification

4 - 6

READING

Word Recognition

The student should:

- have mastery of grapheme-phoneme correspondence developed at all preceding levels
- recognize and utilize structural clues: prefixes, suffixes, roots and compounds
- understand and apply syllabic generalizations and be aware of accent
- use a dictionary and glossary for pronunciation of words

Reading for Meaning

The student should:

- recognize and interpret contextual and structural clues, multiple word meanings, and understand figurative language
- perceive the relationship of words in a sentence
- recognize patterns of organization and function of paragraphs
- recognize the main idea of a selection
- note and recall significant details
- see relationships between ideas and organize ideas
- extend ability to read inferentially, draw conclusions, make generalizations, sense relationships, predict outcomes, recognize author's purpose, determine the mood or tone of a passage
- read critically: evaluate accuracy of information; distinguish facts and opinions, fact and fantasy; recognize persuasive statements and make sound judgments

7 - 9

READING

Word Recognition

The student should:

- apply phonetic generalizations and context clues to attack words
- distinguish variant word meanings
- utilize knowledge of prefixes, suffixes, root words, and word origins to unlock word meaning
- use the dictionary effectively and frequently
- employ appropriate vocabulary for specific life situations
- recognize the need to develop vocabulary and make an effort to do so

Reading for Meaning

The student should:

- recognize emotional coloration of words
- be able to locate key sentences and specific information
- recognize sequential order in events, steps in a process, in a story
- grasp main idea in a sentence, a paragraph and/or a story
- make proper relationships; cause and effect; comparison and contrast
- recognize bias, prejudice, and propaganda
- read critically and thus be able to predict outcomes, make inferences, recognize implied meaning, make judgments, and distinguish between fact and opinion
- interpret figurative language
- evaluate material read

10 - 12

READING

Word Recognition

The student should:

- distinguish variant word meanings
- use the dictionary effectively and frequently
- employ appropriate vocabulary for specific life situations
- recognize the need to develop vocabulary and make an effort to do so

Reading for Meaning

The student should (THE COLLEGE-BOUND STUDENT SHOULD ALSO):

- recognize the emotional quality of words
- make proper relationships: cause and effect; comparison and contrast
- recognize bias, prejudice and propaganda
- read critically and thus be able to predict outcomes, make inferences, recognize implied meaning, make judgments and distinguish between fact and opinion
- INTERPRET THE DENOTATION AND CONNOTATION OF A PASSAGE IN RELATION TO THE OBJECTIVE OF THE AUTHOR
- TRANSLATE NON-LITERAL STATEMENTS (METAPHOR, IRONY, ETC.) INTO ORDINARY LANGUAGE
- perceive independently the unity in setting, style, characterization, symbolism, etc., and their relationship to the theme

SCOPE AND SEQUENCE
COMMUNICATION ARTS

K - 3

READING

Reading-Study Skills

The student should:

- be acquainted with locational skills
- read to follow directions
- summarize and evaluate through skimming and oral discussion
- adjust rate and type of reading to content

Reading for Enjoyment and Appreciation

The student should:

- enjoy prose and poetry
- appreciate humor and sensory images
- distinguish between fiction and non-fiction
- enjoy dramatization and playlet forms
- recognize descriptive words and figurative language
- read orally with fluency and clear enunciation to convey meaning in audience situations

4 - 6

READING

Reading-Study Skills

The student should:

- develop ability to take concise notes to summarize sentences and paragraphs
- develop ability to organize notes
- locate needed reading materials
- make effective use of alphabetical arrangement
- use dictionaries, encyclopedias, and other sources of information in study activities
- read maps, charts, tables, and graphs
- use the library effectively
- vary their reading styles in accordance with their purposes and nature of the materials

Reading for Enjoyment and Appreciation

The student should:

- view reading as a source of pleasure
- seek competence in reading as a source of personal satisfaction
- evidence ever-more-varied, more mature, and more refined reading tastes

7 - 9

READING

Reading-Study Skills

The student should:

- skim materials to find information
- be able to follow directions
- possess facility in locating information
- be familiar with and put to good use, reference materials
- interpret maps, graphs, charts, diagrams, tables and symbols
- use library wisely
- be able to organize material: outlining, taking notes and summarizing
- adjust reading speed to material read and purpose

Enjoyment and Appreciation

The student should:

- enjoy reading and use leisure time for reading
- understand figurative language
- recognize humor, irony, sarcasm and implied meaning (without use of analytic terminology)
- read widely in many areas of interest
- determine plot, structure
- predict general mood from the opening of the story
- infer character's feelings from action and conversation
- gain an insight into the problems faced by himself and others
- understand figurative language in poetry
- apply oral reading skills learned in previous levels
- demonstrate a greater amount of independence in choice of reading

10 - 12

READING

Reading-Study Skills

The student should:

- be familiar with and put to good use reference materials
- skim materials to find information
- adjust reading speed to material read and purpose

Enjoyment, Appreciation Evaluation and Integration

The student should:

- enjoy reading and the use of leisure time for reading
- read widely in many areas of interest
- demonstrate a greater amount of independence in choice of reading
- define in a general way, recognize independently in literary works, and "talk" about:
    - the basic elements of a literary work
    - the various genres
    - figurative language
- convey ideas, feelings and experiences which were derived from literature and relate them to previous ones both literary and personal

THE COLLEGE-BOUND STUDENT SHOULD ALSO

- recognize and talk about the finer points of literary analysis
- perceive independently in a specific work the various elements that make up the art form in literature
- draw an hypothesis or theory about an author, a set of works, an art form or a literary age

SCOPE AND SEQUENCE
COMMUNICATION ARTS

K - 3

SPEAKING AND WRITING

Language Structure

The student should:

- recognize written sentences
- eliminate a few gross errors in speech
- distinguish between statements and questions
- eliminate some common errors in correct usage

Mechanics

The student should:

- recognize use of a capital letter for the first word of a sentence
- recognize use of a period at the end of a sentence
- be able to use the capital letter and period in copying model
- use a capital letter for names of persons, school, city
- use a capital letter for months of the year, days of the week, names of streets
- use a question mark at the end of a sentence
- use a comma after the day of the month

4 - 6

SPEAKING AND WRITING

Language Structure

The student should:

- determine whether a group of words is a sentence
- recognize sentences as being statements or questions
- correctly punctuate statements and questions
- recognize the two main parts of a sentence
- understand the subject-predicate relationship
- identify and use nouns, pronouns, and verbs effectively in simple sentences
- make sentences more meaningful through use of adjectives and adverbs
- distinguish four basic sentence patterns based on knowledge of nouns, pronouns, verbs, adjectives and adverbs
- become aware of the origin of language

Mechanics

The student should:

- maintain the following skills learned in phonics:
    - formation of plurals
    - meaningful use of specific prefixes and suffixes
    - formation of compounds
    - formation of derivatives from root words
    - degrees of comparison
- apply knowledge of capitalization and punctuation to simple sentences
- recognize errors in simple sentences
- identify errors in simple sentences
- correct errors in simple sentences
- be alert to such errors in personal composing and be able to identify and correct them
- use punctuation marks suggested by voice intonation

7 - 9

SPEAKING AND WRITING

Language Structure

The student should:

- effectively use nouns, pronouns, verbs, adjectives and adverbs
- expand sentences through modification
- expand sentences through coordination
- expand sentences through subordination
- become aware that language changes
- begin to see difference between literal and suggested meaning of words

Mechanics

The student should:

- maintain skills for word building
- associate intonation in oral composition with punctuation in written composition
- maintain punctuation and capitalization skills in simple sentences
- use correct punctuation in compound sentences
- use correct punctuation in complex sentences

10 - 12

SPEAKING AND WRITING

Language Structure

The student should:

- apply what is known of sentence structure and word meaning in evaluating one's own and other's writing
- use a variety of sentence structures
- recognize and use verbals as modifiers
- learn and apply the basics of paragraph structure
- learn and use effectively various ways of developing paragraphs
- reinforce concept of language change through general knowledge of development of language
- recognize subtle nuances of words

Mechanics and Spelling

The student should:

- maintain mechanics skills previously learned
- maintain and develop skills for word building
- recognize that some punctuation in English language is a matter of convention
- learn to use the refinements of punctuation that mark the mature writer

SCOPE AND SEQUENCE
COMMUNICATION ARTS

K - 3

Composing (oral, written, non-verbal)

The student should:

- enjoy informal spontaneous communication with teacher and group
- compose from personal experiences simple stories

Spelling and Handwriting

The student should:

- write his name from copy
- recognize letters in and out of sequence
- write his name from model
- spell simple words from basic word lists containing phonetic elements learned previously

4 - 6

Composing (oral, written, non-verbal)

The student should:

- find pleasure in composing freely and frequently
- compose from personal and literary experiences, simple and original sentences, descriptive passages, stories, poems, and factual reports
- share ideas and insights with others

Spelling and Handwriting

The student should:

- master a list of basic words in terms of the following:
    - spelling
    - meaning or meanings
    - syllabication
    - punctuation in contractions and abbreviations
    - capitalization
- appeal to another person for help in spelling a word he wishes to use
- apply spelling rules previously learned to spell the word
- use dictionary skills previously taught to locate and spell the word
- appraise newly spelled word through use of some resource
- write words and sentences in correct manuscript form and spelled correctly
- write words and sentences in correct cursive form and spelled correctly
- identify and spell a given homonym correctly from context
- use selected words correctly in context
- give synonyms or antonyms for selected words

7 - 9

Composing (oral, written, non-verbal)

The student should:

- respond freely and imaginatively to personal and vicarious experiences
- compose authentically and concretely from his experience
- share information, ideas, feelings
- distinguish between objective reporting of facts and details and subjective reaction to or interpretation of these facts
- become conscious of a purpose and an audience
- note differences between spoken and written language
- base decisions regarding diction and usage on purpose and audience
- support a point of view
- make and accept evaluations based on objective criteria

Spelling

The student should:

- maintain spelling skills previously introduced
- refine use of dictionary for independent spelling

10 - 12

Composing (oral, written, non-verbal)

The student should:

- move toward development of personalized style
- react honestly and personally to impressions and immediate experiences
- grow in ability to give and take objectively in sharing information, ideas, feelings
- express observations with clarity, accuracy, and conciseness
- relate an incident accurately and interestingly
- recount experiences convincingly
- select and maintain a consistent tone and point of view
- control tone and mood in free writing experiences
- generalize validly from specific incidents
- organize ideas to support a topic
- use objective evidence to support a statement or point of view
- demonstrate understanding of good usage in adapting language to fit occasion, audience, purpose
- communicate widely and well by adapting language to occasion, audience, purpose
- make and accept evaluations based on objective criteria

Spelling (see Mechanics)

RECOMMENDATIONS FROM ENGLISH CURRICULUM COMMITTEE 1970-1971

REACTIONS

1. Elementary and secondary school teachers need and want to discuss the total program in English and develop ONE program that could account for all differences and yet allow for unity.

2. At present there is no coherent program in oral communication on the elementary level.

3. After exchanging views and listening to what the elementary teachers had to offer, it was the stated reaction of the high school committee members that high schools usually fail to build on what the elementary schools teach.

4. It appears that present English programs in use in the schools don't always recognize the intellectual and psychological development of the child.

5. There seems to be little flexibility in much of the teaching procedures recommended in the existing English programs.

6. From the feedback on values, there is a need for sequential updating of value clarification.

7. Regarding the grammar emphasis in the texts presently in use in the elementary schools:

   a. Teachers do not have the professional preparation for much of the grammar analysis presently presented.

   b. Teachers need to be updated on the contemporary distinction between the teaching of proper usage and the formal analytic teaching of grammar in order to place emphasis on usage rather than on grammatical analysis.

   c. Much of the formal grammar now developed in primary and intermediate grades should begin no earlier than grade six, developed according to the ability of junior high students, and completed on the high school level where the student is more mature and the need may be better assessed.

   d. Coordination and subordination are concepts too difficult for most seventh and eighth-grade students to understand.

8. Regarding the composition component in our elementary-school programs:

   a. The rhetoric approach to teaching expository and descriptive writing is too complex for elementary schools.

   b. At least one of the series now in use has a very-poorly developed writing program.

RECOMMENDATIONS

A. Organizational

1. Continued implementation of area and diocesan articulation between high schools and grade schools
2. Utilize department chairmen in the high schools to help coordinate diocesan curriculum
3. Establish a language-arts coordinator in each grade school (1-8) similar to the high school department chairman

B. Sequential Curriculum Program
   1. Empasis
      a. Less formal grammar, more oral and written communication with developmental skills on elementary level
      b. Re-establish poetry-teaching on a non-analytic basis on the elementary level
      c. Communication arts including media study for seventh and eighth grades-but not merely transferring existing high school programs to the elementary grades.
      d. Language study on all levels adapted to the needs of the students
      e. Literature that is relevant and within the student's grasp

   2. Curriculum Building
      a. There should be a simplicity of student objectives on each grade level (as opposed to elaborate listings of content)
      b. Develop sequential objectives for value clarification
      c. Eventual program should be an integrated, sequential program in literature (reading), composition, and language K-12

C. For Professional Growth:
   1. Reading and resource materials for the English teacher
   2. Diocesan workshops in composition readiness on all levels
   3. Develop an atmosphere for creative teaching on all levels

D. Culminating Recommendation: Since we know our students best, why don't we, on a diocesan level, pool our resources and develop and publish our own materials.

W H A T N O W ?

ASSISTANCE TO TEACHERS

- Guidelines for School-wide Reading Program K-12
- Points of emphasis for teachers in other aspects of Communication Arts

Guidelines deemed more helpful in reading because

- Need is for a total reading program within each school
- Diocesan co-basal adoptions have well-developed teachers' manuals and related components.

Points of Emphasis deemed more helpful in other aspects of Communication Arts

because

- Scope and Sequence points way to modification of subject-matter allotments, especially in language structure
- There is need for supplementing English series presently in use

yet

- Points of Emphasis are not meant to be a complete course of study.

For sake of clarity

Reading program is described in separate section

yet

Communication Arts Committee recommends wherever feasible

LANGUAGE ARTS BLOCK scheduling

in which

- teachers have flexibility to correlate and integrate various aspects of total program

but

- teachers do not lose sight of developing skills specific to each aspect.

INTRODUCTION

The RIGHT TO READ for all youth

is the GOAL set by the former United States Commissioner of Education

James E. Allen, who said on October 8, 1969

> "...by the end of the 1970's
> no boy or girl shall be leaving our schools
> without the skill and the desire
> to read to the full limits of his capability."

Our specific goal as

administrators, teachers, consultants

of the Diocese of Cleveland is

TO PRODUCE PROFICIENT READERS

BY PROVIDING INSTRUCTION IN THE ESSENTIAL SKILLS

through a sequential K-12 reading program.

We recognize that READING is

an integral part of all subjects in the curriculum

the most important subject learned by children and used in life

a complexity of skills

an analytic-synthetic process

perception and comprehension of a printed symbol

relating symbols to experience

a communication skill

only one phase of the complex language process

a means of satisfying needs.

YOU, the PROFESSIONAL STAFF of each school, elementary and secondary,

begin to structure a well-balanced reading program by

setting up a reading advisory council with a representative for each level and content area

formulating objectives

appraising student abilities (cf. section on appraisal techniques)

utilizing staff competencies

deciding on class organization

planning the instructional program

building an on-going evaluation

selecting appropriate materials and media aids

The EFFECTIVE total reading program

Fosters the desire to read and enables the student to use his skill for pleasure and information

Meets the needs of the individual at HIS level, develops HIS abilities to read independently

Encourages the student's unique interests and efforts

Includes

a thorough program in WORD RECOGNITION SKILLS

emphasis on COMPREHENSION

systematic instruction in STUDY SKILLS

a comprehensive LITERATURE PROGRAM which emphasizes personal or recreatory reading at all levels.

In the Scope and Sequence we have listed the performance goals which we hope our students will achieve at the end of primary, intermediate, junior high and senior high levels. These Guidelines, with emphasis upon PROCESS, are meant to assist each elementary and secondary school implement a total reading program.

APPRAISAL AND ANALYSIS OF READING PROFICIENCY IN

THE COMMUNICATION ARTS

PURPOSES OF EVALUATION

To appraise the total Communication Arts curriculum
in the light of its objectives
through consideration of

teaching methods
materials
measuring instruments
student ability and performance

To recognize and use various learning styles

To ascertain the progress of students

EVALUATION, to be EFFECTIVE, should

Be CONTINUOUS rather than periodic

Be part of the instructional program

Obtain evidence commensurate with objectives

Include formal and informal techniques

Collect data for instructional improvement

Use a team approach

Emphasize self-appraisal

APPRAISAL may be used to

Determine strengths and weaknesses of individuals and/or classes

Help teachers in grouping for instruction

Assist teachers in selecting appropriate materials

Screen pupils diagnostically
Determine mastery of specific skills
Place new student at instructional level

Give thorough diagnosis prior to corrective instruction

CRITERIA FOR SELECTION

Validity - the degree to which a test measures what it purports to measure

Objectivity - the degree to which a test can be scored without subjective judgment

Usability - practical considerations distinguished from impractical ones

Other considerations:

Ease of administration

Influences on validity
- Physical surroundings
- Mental and physical condition of the student
- Test format
- Time limit
- Pupil experience with types of tests
- Teacher preparation
- Directions by examiner
- Scoring by teachers
- Guessing

Ease of scoring

Time element

Cost of single or battery needed

Adequacy of interpretive information

"Everything is related to reading in some degree." What a particular person or specialist finds depends on where he places his microscope. It is clear that reading is an acquisition dependent on both maturation and experience and that development which is measured is a resultant of numerous factors.

POSSIBLE CAUSES OF DISCREPANCIES BETWEEN TEST RESULTS AND PERFORMANCE
(interacting aspects may reveal explanations)

Interest in content

Content little or no meaning

Content immature and decreases student's self-esteem and arouses resistance to reading

Previous instructional inconsistencies

Self-concept poor notwithstanding high potential

Negative influence of classmates

Relations with teacher - passive, hostile, or indifferent

TOOLS OF EVALUATION

The teacher should KNOW

a variety of evaluation tools
- tests
- checksheets
- questionnaires
- interviews
- inventories
- observations
- surveys

procedures
- formal
- informal

factors related to reading
- intelligence
- achievement
- vision
- others

Kinds of TESTS include

FORMAL

- Standardized Reading Tests (see Appendix)
  - Survey Tests
  - Semidiagnostic Tests
  - Diagnostic Tests
- Intelligence Tests
- Other Formal Tests
  - General Achievement
  - Readiness Tests
  - Vision and Hearing Tests

INFORMAL

- Inventories
- Special Skill tests
- Self-appraisal techniques
- Questionnaires
- Analyses of work samples
- Checklists
- Observations through teaching
- Interviews

May be used to

- Diagnose reading achievement not measured by standardized tests
- Check on the results of standardized tests
- Diagnose ability to organize and retain ideas of extended passages
- Measure less tangible aspects of reading such as
  - approach to textbook assignment
  - interest and attitudes
- Diagnose degree of mastery of Reading-Study skills

THE INFORMAL READING INVENTORY

Most widely-used diagnostic tool

Best device for pinpointing specific reading needs

Simplest determiner of levels of reading

First supplement to standardized tests

Teachers should be aware of these types of reading levels:*

BASAL READING LEVEL
The student can read with understanding and shows no strain

INDEPENDENT READING LEVEL

Words recognized in isolation	90%
Words recognized in context	99%
Comprehension	90%

INSTRUCTIONAL LEVEL

Words recognized in isolation	75-85%
Words recognized in context	90%
Comprehension	75%

HEARING CAPACITY LEVEL
This is the highest level at which an individual can understand material which is read to him

Comprehension	75%

READING EXPECTANCY LEVEL (cf. Appendix for Harris Chart)
This is the level a teacher hopes a student will reach on the basis of his ability to deal with academic matters, notwithstanding blocks. This level is measured in terms of a score obtained on a valid intelligence test.

$$\text{no. of years in school} \times \frac{\text{I.Q.}}{100} + 1 = \text{R.E.L.}$$

$$6 \times \frac{140}{100} + 1 = 9.4 \qquad 6 \times \frac{68}{100} + 1 = 5.8$$

(Harris Formula)

*Ruth Strang, "Evaluation of Development in and Through Reading," in Development in and Through Reading (60th Yearbook of the National Society for the Study of Education, part 1), pp. 381 - 382

Of all the instruments and techniques available, the teacher needs some sophistication in selecting the specific one that is appropriate for yielding the information desired. The following chart was developed to aid the teacher in making these selections.

WHAT WE ARE TEACHING — HOW IT CAN BE EVALUATED

INTELLECTUAL SKILLS — TYPES OF INSTRUMENTS

	1	2	3	4	5	6	7	8	9	10
Comprehension Skills										
Identify main idea	x	x	x	x						x
Give supportive details of main idea	x	x	x	x		x				x
Give sequence of events		x	x	x		x				x
Make generalizations	x		x	x	x	x				x
Study skills			x	x	x			x	x	x
Critical Reading Skills										
Distinguish fact from opinion	x	x	x	x	x					
Compare and contrast reading			x	x	x					
Identify persuasion of author			x	x	x					
Understand characterization			x	x	x					
Understand mood and feeling			x	x	x					
Decoding Skills										
Word recognition	x	x	x	x		x				x
Phonic analysis		x	x	x		x				x
Structural analysis		x	x	x		x				x
Context clues	x	x	x	x		x				x
Dictionary			x	x						x

ATTITUDINAL SKILLS

Choose books as free-time activity				x	x		x	x	x	
Read at home				x			x	x	x	
Discuss books				x	x	x		x	x	
Use ideas, examples, information from books for reports and conversation.				x	x	x		x	x	

1. Informal reading inventory
2. Publisher's tests
3. Teacher-made tests
4. Checklists - teacher
5. Anecdotal records
6. Oral and written work
7. Interest inventories
8. Parent interview
9. Parent checklist
10. Standardized tests

(Central Ohio Educational Research Council Reading Guide, Page 68)

EXAMPLES OF INFORMAL READING INVENTORIES

Informal Diagnostic Study Skills Test

Procedure

Administer during school period at beginning of year

Give twenty or thirty minutes to read a portion of a chapter from a content text

Give paper for notetaking while reading

Use notes - not text - for answering subsequent questions

Review results for starting point in series of lessons on study skills

Study Skills checked by this approach

Use of survey techniques

Notetaking

Outlining

Use of signal words

Summarizing

Making inferences

INFORMAL ORAL WORD RECOGNITION TEST

Select a word list (primary grades) or continuous passage (intermediate and secondary levels) to be read orally

Listen to the student read

Check words not recognized (see suggestions below)

Select lower level reading material if more than 3 out of 10 words are unknown

Continue procedure until 90% accuracy is met

WORD LIST (Grade 3)	Flash	Untimed
seat		
among	along	
plans		
popcorn		
certainly	----	curtain
fawn	----	
float	----	flat
heart	h	----
feeding		
bean		
percent correct	75	30

INFORMAL ORAL READING TEST

Possible purposes - one or several

Determine reading instructional level
Detect speech defects
Test comprehension
Test interpretation
Observe reading mannerisms *
Check oral interpretation of punctuation
Time reading rate
Check correct phrasing
Check ability to anticipate meaning

Procedure for Open Textbook Test

Administer individually

Use basal reading material and/or graded material in content areas

Choose a passage of same length from materials on three levels

Estimate student's reading level and give material one year below

Have pupil read orally without previous silent reading

Count errors:

- Nonrecognized words
- Additions or omissions
- Endings of words left off

Interpretation:

- Five errors - presume true instructional reading level
- Fewer than five errors - take next higher grade level selection
- More than five errors - take next lower grade level selection

Questions orally by the teacher

- To test comprehension
- To test interpretation

Inability to answer - move to lower level

* Finger pointing
Vocalization
Mispronunciation due to improper speech habits or speech defects
Head movements
Lip movements
Facial changes
Body movements - swaying, tenseness
Book position

NAME_____ GRADE_____ DATE_____

INFORMAL READING INVENTORY

I. Vocabulary

Recognizes (basic words)_____

Recognizes most words in grade level material_____

II. Decoding skill

Sounds out new words_____

Breaks words into recognizable parts:

compounds_____
roots and affixes_____
syllabication_____

Recognizes contractions_____

Recognizes possessives_____

III. Comprehension

Gets the main idea_____

Remembers major details_____

Recognizes organizational structure, i.e., chronological order,

topical order, spatial order, logical order, etc._____

_____

Uses content to understand new words_____

Can reread to find specific answers_____

IV. Listening Comprehension

When he listens to a passage and is asked to answer comprehension questions,

is his listening comprehension significantly better than his reading

comprehension?_____

Listening comprehension is an indication of the student's language capacity.

Would you rate his listening comprehension at or near grade level?_____

_____

Teacher_____

ADVANTAGES OF TEACHER - MADE TESTS

They -

Test progress in skills stressed by teacher but omitted in standarized tests

Assist in appraising growth in line with reading objectives

Determine growth of each student over a short period of time

Point out areas of general class strengths and weaknesses

Serve as teaching or review exercise

Allow students to observe and study errors after marking

Provide students with frequent and helpful experiences in following directions

Provide teachers with a quick method of evaluating effectiveness of methods and materials used

READABILITY FORMULAS

Gunning Readability Formula

1. Select a sample of 100 words.

2. Count number of sentences. Divide 100 by number of sentences.

3. Count the number of words of three syllables or over.("hard words") (Do not count proper nouns, easy compound words like "book-keeper," or verb forms in which the third syllable is merely the ending, as, for example, "directed.")

4. Add average sentence length to the number of "hard words."

5. Multiply the sum by .4. This give the Fog Index. (Grade level at which text should be placed - within instructional level of student)

   Number of "hard words" plus average number of words per sentence sum multiplied by .4 = Fog Index

   Index comparison

College, freshman to graduates	13-17
High School, freshman to seniors	9-12
Eighth Grade	8
Seventh Grade	7
Sixth Grade	6
Fifth Grade	5
Fourth Grade	4
Third Grade	3
Second Grade	2

Finding the Grade Level of a Book (Degree of Difficulty)*

1. Choose 5 half-pages which are as representative as possible.

2. In each sentence:

   count 1 for each word of 1 or 2 syllables
   count 3 for each word of 3 or more syllables
   count 1 for numbers and proper names
   count each clause of a compound sentence as a separate sentence

3. Divide the count of each sentence by 2. The result is the grade level for that sentence.

4. Add grade levels for all sentences and divide by the number of sentences. This equals the grade level for that half-page.

5. Average the grade levels for the five half-pages and this is roughly the grade level of that book.

Readability Formulas available in:

Good Reading for Poor Readers
George D. Spache
Garrard Publishing Co.
Champaing, Illinois, 1968

Can be used to determine approximate reading levels of materials for Grades 1-3.

A Formula for Predicting Readability
Edgar Dale and Jeanne S. Chall
Bureau of Educational Research
Ohio State University
Columbus, Ohio

Price: 50¢ per copy

Can be used to determine approximate levels of materials for Grades 4 and above.

* Handbook for Instructions in Developing Reading in Secondary School and College

VISION CHECK LIST

NAME_____ GRADE_____ DATE_____

Following are the ABC symptoms which may indicate a vision problem, regardless of results on any screening test:

THE ABC's OF VISION DIFFICULTY

A's-Appearance of the Eyes:	YES	NO
Eyes crossed-turning in or out-at any time	___	___
Reddened eyes	___	___
Watering eyes	___	___
Encrusted eyelids	___	___
Frequent styes	___	___

B's-Behavior Indications of Possible Vision Difficulty:		
Body rigidity while looking at distant objects	___	___
Thrusting head forward **or** backward while looking at distant objects	___	___
Avoiding close work	___	___
Short attention span	___	___
Daydreaming	___	___
Turning of head so as to use one eye only	___	___
Tilting head to one side	___	___
Placing head close to book or desk when reading or writing	___	___
Frowning or scowling while reading or writing	___	___
Excessive blinking	___	___
Tending to rub eyes	___	___
Closing or covering one eye	___	___
Dislike for tasks requiring sustained visual concentration	___	___
Nervousness, irritability, or restlessness after maintaining visual concentration	___	___
Unusual fatigue after completing a vision task	___	___
Losing place while reading	___	___
Using finger or a marker to guide eyes	___	___
Saying the words aloud or lip reading	___	___
Moving head rather than eyes while reading	___	___
Difficulty in remembering what is read	___	___
Persistent reversals after the second grade	___	___
Confusion of similar words	___	___
Poor eye-hand coordination	___	___
Unusual awkwardness	___	___

C's-Complaints associated with using the eyes:		
Headaches	___	___
Nausea or dizziness	___	___
Burning or itching of eyes	___	___
Blurring of vision at any time	___	___

Special comment:_____

_____

_____

_____

_____

_____

Teacher_____

INFORMAL READING SURVEY (Reading Center)

NAME_____ GRADE_____ DATE_____

REFERRED BY_____

TEST MATERIALS USED

I. RECOGNITION VOCABULARY DIFFICULTIES

1. Letter names_____
2. Sound attack_____
3. Configuration_____
4. Contractions_____
5. Picture class_____
6. Punctuation_____

II. SIGHT PERCEPTION DIFFICULTIES

1. Reversals_____
2. Omissions_____
3. Confusions_____
4. Substitutions_____
5. Additions_____

III. AUDITORY PERCEPTION DIFFICULTIES

1. Omits sounds_____
2. Slurs sounds_____
3. Substitutes sounds_____
4. Confuses Sounds_____
5. Adds sounds_____
6. Poor enunciation_____

IV. MEANING VOCABULARY DIFFICULTIES

1. Content_____
2. Roots_____
3. Prefixes_____
4. Suffixes_____
5. Denotation_____
6. Connotation_____

V. COMPREHENSION DIFFICULTIES

1. General Idea_____
2. Major details_____
3. Retention_____
4. Directions_____
5. Organization_____
6. Assumptions_____
7. Inferences_____
8. Anticipation_____
9. Integration_____
10. Fact vs. Opinion_____

VI. RATE DIFFICULTIES

1. Flexibility_____
2. Pointing_____
3. Eye movements_____
4. Skimming_____
5. Rhythm_____
6. Lip movements_____

VII. STUDY-TYPE READING DIFFICULTIES

1. Table of Contents _____
2. Index _____
3. Rhetorical devices _____
4. Outlining _____
5. Use of dictionary _____
6. Use of library _____
7. Evaluation _____
8. Diagrammatic reading _____
9. SQ3R _____

VIII. POSTURE DIFFICULTIES

1. Book too close _____
2. Book too far _____
3. Incorrect angle _____

IX. EMOTIONAL SYMPTOMS

1. Dermatitis _____
2. Palms sweating _____
3. Stuttering-stammering _____
4. Blinking _____
5. Voice _____
6. Nail biting _____
7. Tension movements _____

Independent Level _____

Instructional Level _____

Frustrational Level _____

INTEREST INVENTORY

NAME_____AGE_____

GRADE_____SEX_____DATE_____

1. If you had three wishes, what would they be?

   a)_____ b)_____

   c)_____

2. What would you do with $5,000?_____

3. What are your pet peeves?_____

4. Have you any special classes in art, music, etc?_____

5. What kind of person would you like to be when you are older?_____

   Greatest person_____Favorite person_____

6. What pets do you have?_____

   Favorite animal_____

7. What clubs do you belong to?_____

   What kinds of clubs would you like to belong to?_____

8. What are your hobbies?_____

   Sports and games_____

9. Do you work for pay?_____How do you spend your money?_____

10. What part of the newspaper do you read?

Sports news_____	Headlines_____	Advertisements_____
Comic strips_____	News pictures_____	Crime section_____
Editorials_____	Financial news_____	Columnists_____
Movies_____	War News_____	Political_____

11. How much do you watch T.V. in a week?_____How often do you go to the movies_____What kind of movies and programs do you enjoy most?_____

Adventure_____	War_____	Western_____
Love_____	Travel_____	Murder mysteries_____
Musicals_____	Comedies_____	Cartoons_____
Serious_____	Family_____	Sad_____

12. What magazines have you read in the last month?_____

13. What is your favorite subject in school?_____

14. Which ones do you dislike?_____

SUGGESTED SEQUENCE FOR INTRODUCING SKILLS IN THE USE OF AUDIOVISUAL EQUIPMENT

SKILLS ARE INTRODUCED	THE SKILLS	SKILLS ARE REVIEWED AND REINFORCED IN GRADES:											
Grade 6	Microfilm equipment*						6	7	8	9	10	11	12
Grade 5						5	6	7	8	9	10	11	12
Grade 4					4	5	6	7	8	9	10	11	12
Grade 3				3	4	5	6	7	8	9	10	11	12
Grade 2	16mm Motion picture projectors Tape recorders (reel to reel type)		2	3	4	5	6	7	8	9	10	11	12
Grade 1	Self-threading 16mm projectors Sound filmstrip projectors and viewers Cartridge 2 x 2 slide projectors Filmstrip previewers and projectors Cartridge motion picture projectors (Super 8mm) Cartridge tape recorders and playback TV receivers Record players	1	2	3	4	5	6	7	8	9	10	11	12

The equipment listed is to be used by students as a part of the independent study program. Due to the complexity of equipment, it is suggested that students learn equipment operation in ascending order. Operation skills are to be reviewed as need arises.

Equipment use is suggested for compatibility with materials used at the various grade levels.

*Students can learn to use microfilm equipment at an earlier age; however, available materials suggest use at this level.

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A SCOPE AND SEQUENCE OF LIBRARY INSTRUCTION AND ACTIVITIES

GRADES AT WHICH PRESENTED, REINFORCED, OR MASTERED

P - reprents first presentation R - reinforcement M - mastery

	K	1	2	3	4	5	6	7	8
Becoming acquainted With School And Public Libraries	P	R	R	R	R	R	M	M	M
Choosing And Making Use Of Classroom Collections	P	R	R	R	R	M	M	M	M
Choosing And Checking Out Books For Classroom	P	R	R	R	R	R	R	R	M
Learning Care Of Books	P	R	R	R	M	M	M	M	M
Practicing Library Citizenship	P	R	R	R	M	M	M	M	M
Listening To Stories And Book Talks	P	R	R	R	R	R	R	R	R
Interpreting Literature Through Creative Dramatics	P	R	R	R	R	R	R	R	R
Sharing Reading Experiences	P	R	R	R	R	R	R	R	R
Creating Original Illustrations For Stories		P	R	R					
Browsing And Choosing Books To Read; Becoming Increasingly Critical In Selection	P	R	R	R	R	R	R	R	R
Assuming Responsibility For Checking Out And Returning Books	P	R	R	R	R	R	R	R	R
Understanding The Arrangement Of A Library			P	R	R	R	M	M	
Keeping Reading Records, From Simple Author-Title To Classification By Areas			P	R	R	R	M	M	
Using Dictionaries And Encyclopedias			P	R	R	R	R	R	
Acquiring Knowledge Of Parts Of Books And How To Use Books For Answers To Specific Questions				P	R	R	R	R	
Using Card Catalog With Increasing Adeptness At Upper Levels				P	R	R	R	R	
Using Reference Books: Indexes, Almanacs, Gazetteers, Etc.					P	R	R	R	
Learning To Make And Use Bibliographies						P	R	R	
Outlining And Taking Notes					P	R	R	R	
Making Critical Appraisal Of Reading Records						P	R	R	
Developing Ability To Use Library And Reference Materials Independently					P	P	R	R	
Appraising Materials Critically						P	P	R	
Developing Interest And Self-Direction In Reading	P	R	R	R	R	R	R	R	
Developing Skill And Judgment In Use Of Periodicals And Newspapers, And The Indexes To Them						P	P	R	

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CHECKLIST FOR READING PROGRAM

Check either "yes" or "no". The greater the number of affirmative replies that appear the better the reading program.

I. The Reading Program	YES	NO
A. Is it a K-12 sequential program where the skills of one level are built upon the skills of previous levels?	_____	_____
B. Are the following components of a good reading program emphasized?		
1. Word Recognition Skills.	_____	_____
2. Comprehension Skills	_____	_____
3. Study Skills	_____	_____
4. Planned literature program	_____	_____
5. Recreational reading	_____	_____
C. What materials are being used to supplement basic instructional texts?		
1. Workbooks.	_____	_____
2. Programmed materials	_____	_____
3. Instructional skills	_____	_____
4. Trade books.	_____	_____
5. Audio-visual materials	_____	_____
6. Others	_____	_____
D. Is a love for reading being instilled?	_____	_____
E. Are the following three types of reading programs being emphasized?		
1. Developmental (i.e., basically the type of program for "able" readers doing grade level reading and above) . .	_____	_____
2. Corrective (i.e., basically the type of program for those pupils who are slightly below grade level and whose instructional needs can be met in the regular classroom)	_____	_____
3. Remedial (i.e, basically the type of program for those pupils who are seriously below grade level, and who require specialized instruction in an individual or small-group situation) . . .	_____	_____
F. Is the program being continually evaluated?.	_____	_____

II. The Administrative and Supervisory Staff		
A. Are school leaders knowledgeable about the reading process?	_____	_____
B. Do they provide an atmosphere conducive to learning?	_____	_____
C. Do they provide time and personnel for inservice training?.	_____	_____
D. Are the necessary basic instructional materials furnished?	_____	_____
E. Are the supplementary materials furnished?	_____	_____
F. Do they encourage educational experimentation and innovations?	_____	_____
G. Do they fully support the work of the reading supervisor, consultant or specialist?	_____	_____

	YES	NO
H. Are teachers consulted or advised before new programs are instituted, or changes made?	_____	_____
1. Programmed instruction.	_____	_____
2. Initial Teaching Alphabet	_____	_____
3. Linguistically-oriented texts	_____	_____
4. Color coding.	_____	_____
5. Nongraded grouping.	_____	_____
6. Others.	_____	_____
I. Is creativity on the part of teachers encouraged? .	_____	_____
J. Is time provided for teacher observations and inter-visitations?.	_____	_____

III. The Teaching Staff

A. Are they experienced?	_____	_____
B. Are they receptive to change?	_____	_____
C. Are they receptive to offers of professional help?.	_____	_____
D. Are efforts being made to improve their instruction?	_____	_____
1. Inservice programs.	_____	_____
2. Conferences	_____	_____
3. Recommended readings.	_____	_____
4. Demonstrations.	_____	_____
5. Inter-visitations	_____	_____
E. Are efforts made to individualize instruction?. . .	_____	_____
F. Are they flexible in their grouping procedures? . .	_____	_____
G. Does the teacher consider the basal reader as a tool for teaching reading skills, rather than as a complete reading program?	_____	_____
H. Is the library made an important part of the reading program?.	_____	_____
I. Are teacher-aides and/or clerical assistance available?.	_____	_____
J. Do teachers take advantage of community resources to enrich their teaching?.	_____	_____

IV. The Pupils

A. Are they reading on their own?.	_____	_____
B. Is application of reading skills made to the content areas?.	_____	_____
C. Do they recognize reading as a four-step process? (Wm. S. Gray's definition in On Their Own in Reading)?	_____	_____
1. Word perception	_____	_____
2. Comprehension	_____	_____
3. Reaction or evaluation.	_____	_____
4. Integration of ideas.	_____	_____
D. Is evaluation of reading skills an on-going process?	_____	_____
1. Teacher observation	_____	_____
2. Standardized reading tests.	_____	_____
3. Informal reading tests.	_____	_____

		YES	NO
E.	Are they given opportunities to report on books?. .	_____	_____
	1. Written reports	_____	_____
	2. Oral reports.	_____	_____
	3. Dramatization	_____	_____
	4. Artistic presentations (dioramas, puppetry, mobiles).	_____	_____
F.	Do pupils have a positive attitude towards the reading teacher or specialist?.	_____	_____

V. The Parents

A.	Are they familiar with the school's philosophy of reading instruction?.	_____	_____
B.	Has the program been adequately presented to them?	_____	_____
C.	Are they given an opportunity to participate in various phases of the reading program (e.g. books fairs, volunteer tutoring, etc.)?	_____	_____
D.	Are they satisfied with the reading program?. . . .	_____	_____
E.	Are contemplated changes or new programs presented to them?.	_____	_____
*** F.	Are parents contributing to readiness for beginning reading?.	_____	_____
G.	Are they given opportunities to express their opinions and make recommendations?	_____	_____
H.	Do they feel that all pupils are involved in the reading program?.	_____	_____
I.	Are the majority of parents readers themselves? . .	_____	_____

Comments

From: Rauch, Sidney J., "A Checklist for the Evaluation of Reading Programs," Bureau of Educational Studies and Services, Hofstra University.

TYPES OF READING INSTRUCTION

DEVELOPMENTAL

Sequential instructional program includes analysis of needs and abilities of students

reinforces and extends desirable skills and appreciations

fosters recreational reading activities

PURPOSE: Independent reading status for all students based on capabilities.

CORRECTIVE

remedial practices APPLIED BY CLASSROOM TEACHER

uncovers and diagnoses reading difficulties

assists students who are 1-2 years below expectancy level in specific skills

adapts instruction to level of achievement, interests, strengths and weaknesses of students

PURPOSE: Special assistance to students possessing specific reading handicaps.

REMEDIAL

counseling or guidance relationship between remedial worker and handicapped reader out of classroom situation

provided for students who are more than 2 years below expectancy level

applied by trained clinician if possible

emphasizes phases of reading growth enabling student to progress

based on thorough appraisal of students' needs

modified from time to time to fit needs

PURPOSE: Help and encouragement for poor readers to achieve their full potential

APPROACHES TO TEACHING READING

Basal Reading (Developmental and Corrective Classes)

Provided the materials needed to strengthen existing and develop higher-level reading skills.

Encompass a multi-media approach through related components.

Assists the teachers to individualize instruction and provide diagnostic-prescriptive teaching.

In the schools of the Diocese of Cleveland the basal program is:

PRIMARY (K-3)

THE CHRISTIAN CHILD PHONICS PROGRAM (Required for all classes)
(Reardon and Baer Company)

THE CHRISTIAN CHILD READING PROGRAM (Revised edition when available)

A choice of one of the following to be used as a co-basal series:

THE BOOKMARK READING PROGRAM (1971)
(Harcourt, Brace, Jovanovich)

THE HOUGHTON MIFFLIN READING PROGRAM (1971)

THE MACMILLAN READING PROGRAM (1971)

INTERMEDIATE (4-6)

THE CHRISTIAN CHILD READING SERIES
A World to Discover
A World to Explore
A World to Unite

A Teacher's Manual and Developmental Skill Book should be used with each of the above texts.

The same series chosen by the individual school to meet the needs of a given group of children at the primary level should be extended to the intermediate grades. This will assure the sequential development of reading skills.

UPPER GRADES (7-8)

ENRICHMENT LEVELS: AMERICA READS SERIES
Projection in Literature (7)

Counterpoint in Literature (8)

(These are revisions of Wide Wide World and All Around America)
(A Teacher's Manual accompanies each text.)

AVERAGE LEVEL: (DEVELOPMENTAL GROUPS)

GALAXY SERIES (Has strong skills program)

Thrust (7)
Focus (8)

CORRECTIVE: OPEN HIGHWAY SERIES

Books 7 and 8
Skillbook
Duplicating Masters
(A Teacher's Manual accompanies each text.)

The diocesan office approves the following series to be used as SUPPLEMENTARY texts to extend and/or re-inforce the basal program.

THE GINN 360 READING PROGRAM
THE READING PROGRAM OF AMERICAN BOOK COMPANY
READING SYSTEMS OF SCOTT FORESMAN
SHELDON BASIC READERS OF ALLYN AND BACON

The following approaches may be incorporated into our developmental program according to specific needs.

LANGUAGE EXPERIENCE

Appropriate for urban children or others who evidence readiness problems
Can be used along with a basal reader
Is an approach to beginning reading
Uses and builds on child's own language and experiences
Integrates speaking, writing, listening, reading, viewing
(Consult Russell G. Stauffer's Teaching Reading as a Thinking Process, Chapter 8, for additional treatment of this approach.)

INDIVIDUALIZED READING

Based on self-selection and self-pacing
Holds the teacher-pupil conference as major feature
May be used limitedly but not as the basal program
(Consult the Guidelines for Reading and Literature--Grades 4 to 8 by Sr. M. Margaret, CSJ for a detailed analysis of the strengths and weaknesses of this approach.)

PACKAGED READING MATERIALS

Designed as aids to re-inforce skill development
Are approved as supplementary within the context of a total program
Are self-directed, self-corrected materials for intensive practice at different levels of progress
Are available for a total program -- Grades 1 through 12
(Consult the section of Guidelines on materials for a complete listing.)

AN ANALYSIS OF READING DIFFICULTIES

THE TEACHER MUST BE AWARE THAT READING, A VERY COMPLEX PROCESS, IS GREATLY INFLUENCED BY MANY FACTORS.

FACTORS INFLUENCING READING

- the teacher
- intelligence
- emotional development
- environment
  family, peers, culture, school
- sex
- personality
- interests
- type of reading material
- availability of reading material
- health

STEPS IN DETERMINING PROBLEMS IN READING

- find the possible cause
- investigate the factors that influence reading
- thorough study of child's school record, achievement, potential, absences, number of schools attended
- conference with parents to discover interests, personality, home environment
- TEACHER OBSERVATION
- explore the specific problem
- TEACHER OBSERVATION
- test administered in order to diagnose problems

AREAS OF DIFFICULTIES

intellectual ability indicates in a general way the child's potential ability in reading

expectancy level is determined by multiplying the IQ of a child by number of years the child has been in school plus one year

(No. of years of school) X (IQ) + 1 year = Expectancy level
4 X .70 + 1 = 3.8

a child with a mental age of 6 is usually able to begin reading and not before

emotional difficulties

hostility due to poor relations with parents

negative conditioning to reading due to poor classroom procedures

extreme dependency, probably due to an over-protective mother

quick discouragement due to insecurity or feelings of inferiority

threat experienced in learning to read due to fear of future demands

restlessness and tension

day-dreaming

physical difficulties

brain damage

vision, far-sightedness, near-sightedness, astigmatism

hearing loss will cause child to be deficient in word discrimination

health deficiencies could cause child to have little energy

growth pattern might indicate a slower pace in development

educational difficulties

began reading before he was ready

used inappropriate reading material

was exposed to ineffectual teaching

interrupted schooling

CHILDREN WHO MANIFEST SERIOUS READING DIFFICULTIES NEED A REMEDIAL READING PROGRAM AND SHOULD BE REFERRED TO A READING CLINICIAN

Criteria for referral

reading achievement usually more than two years below expectancy level

teacher judgment indicates that child needs special program

emotionally disturbed children who could not function in the regular reading program

CHILDREN WITH LESS SERIOUS PROBLEMS NEED A CORRECTIVE READING PROGRAM

The teacher should

be sure children are using reading material on their level

use a diagnostic test to determine specific problems

be sure children have not begun reading before they were ready

emphasize the reading readiness skills

consider the possibility that some children need motor-sensory perception training

be aware that word reversal often is not an indication of brain damage but rather indicates that the child needs more help with the left to right progression

since boys mature more slowly than girls it is not unusual to find some boys at age seven manifesting this reversal tendency

if reversals continue to exist after eight years of age it should be considered a serious problem

INVENTORY OF READING DIFFICULTIES

Explanation

list of reading difficulties

number one indicates that the specific error is made very seldom

number five indicates that the child manifests this difficulty very frequently

graph will show what areas need special attention

Use

specific program of correction should be set up

inventory should be graphed several times a year on the same sheet to indicate child's progress

inventory could be used at parent-teacher conference to help parents understand child's specific problems in reading

INVENTORY OF READING DIFFICULTIES

Code: 5 frequently - - - - - - - - - - - - - 1 very seldom

	1	2	3	4	5	
Reverses letters or words						MECHANICS
Repeats words or parts of words						
Speaks or reads hesitantly						
Loses place often						
Regresses when he reads						
Reads words in an isolated manner						
Easily forgets words						WORD ATTACK
Uses very limited vocabulary						
Refuses to attack words						
Substitutes words						
Responds in a below average manner						COMPREHENSION
Unable to answer fact questions						
Fails to identify main idea in sentences						
Unable to make generalizations						
Omits letters in a word or whole words						MOTOR SENSORY PERCEPTION
Fails to make proper association of letters, words and objects						
Unable to distinguish figures in foreground and background						
Unable to blend word sounds to form words						
Tires easily during reading lesson						
Fails to make proper auditory discrimination						
Possesses short attention span						
Has poor muscular coordination						
Is distracted easily						
Repeats errors						

TEACHING READING IN THE CONTENT AREAS

Reading in the content fields is much more complicated than reading from a basal reader or literature text. Specialized skills must be developed and practiced.

READING SKILLS BASIC TO ALL CURRICULUM AREAS

Interpreting facts accurately

Developing an adequate vocabulary in each content area

Relating what has been read to previously acquired information

Grasping the general idea

Identifying the sequence

Organizing the ideas

Solving problems

Evaluating for relevancy, authenticity

Following directions

Reaching a conclusion or generalization

Interpreting pictorial materials such as graphs, maps, diagrams

Since reading is an ALL-SCHOOL problem

EACH SUBJECT TEACHER

must accept the CHALLENGE and RESPONSIBILITY

for teaching the reading skills in his area.

SUGGESTIONS FOR IMPROVING TEACHING OF READING IN THE CONTENT AREAS

DEVELOP readiness for the reading and study of a particular text

BUILD meaningful concept vocabularies in each area

WORK on comprehension

ENCOURAGE independent reading in periodicals and related materials

APPRAISE every student's ability to read in a particular area, using materials from that field (Informal Reading Inventory)

ADJUST materials to student's reading expectancy level (Cf. Appraisal section)

EMPHASIZE critical thinking

USE process guides or study guides

USE THE SQ3R METHOD IN ORIENTING PUPILS TO STUDYING TEXTBOOKS

(Duplicate for students in Secondary School classes)

SURVEY

1. The first step in dealing with a textbook assignment is to locate the exact page you are to read and find out how many pages you have to cover. This will give you some idea of how long the task will take.

2. If you are starting a new chapter, survey the entire chapter. Begin with the title; state it as a question; think what the words mean. If there is an introductory chapter outline, glance through it to see the main parts of the chapter.

3. If there is no outline, scan the chapter to note the headings of the main sections.

4. Look over all the pictures, maps, charts, and graphs, noting the captions and titles under each picture.

5. Read the introduction (first paragraph or two) rapidly. Readjust the first sentence of each succeeding paragraph until you reach the last paragraph or two. Read the last paragraph or two rapidly. At this point you have a rather good outline of the author's message.

6. Turn to the end of the chapter. In most textbooks, you will find a summary of the important topics and ideas which will enable you to have specific goals in mind as you study.

7. Look over the questions at the end of the chapter. They are excellent guidelines to your reading. They give you an idea of what the authors think is most important.

8. Finally, look for a list of technical terms or hard words used in the chapter. Watch for these words as you read. If the text does not explain them the first time they appear, look them up in a dictionary or glossary. If you do not understand these words, you will not understand the chapter.

9. When you start a new part or section of a chapter, go back quickly over the preceding pages. Try to see how this section fits into what you have read before.

QUESTION

Now quickly survey the assignment; begin to ask yourself questions. What does the title mean? What does this picture have to do with the rest of the chapter? What does this strange word mean? What is this about? How is it organized? What are its parts and sub-parts?

There is another useful way of asking questions which will guide you in your study. This method is to turn the chapter headings into questions. For example, "Americans Struggle for Freedom from English Domination" raises the questions

What does domination mean?
How did the Americans struggle?
How did the struggle turn out?

If you are reading a magazine article or a reference book there are other questions to ask.

What is the writer's purpose?
What is he trying to get me to do or believe or feel?
How does he know about this subject?
Why is he saying what he does?
Who is this author anyhow?
Does he give good evidence or only his opinion?

The SURVEY and QUESTION time required for textbook study will be longer than for articles. But every second you spend at it is well spent. These steps help you concentrate your attention. They help you get interested in the material. You are preparing yourself to get more and to remember more.

READ

This step in textbook study is much the same as for articles, except that you will have more questions to answer, and you will be stopping from time to time to evaluate what you are reading and to associate what you already know to the information you are now acquiring. This will enable you to read with more understanding, and you will remember better what you read.

REVIEW

You have read carefully. Now is the time to organize your ideas and information. Review is the process of getting things in the right order. This is the stage in which you tie up cause and effect. You look for the writer's plan and his major ideas. You will soon become master of what you have read.

RECITE

The purpose of reciting to yourself is to get the material you have studied into the shape in which you will use it. You may be reading to prepare for an exam. If so, you will go back over the materials, section by section, reciting the main ideas to yourself and memorizing dates, names, and events. If you are reading to prepare for a class discussion, you will find it helpful to make notes in order to fix details in your mind.

PATTERNS OF ORGANIZATION

ESSENTIAL ASPECTS OF EVERY ORGANIZATIONAL PLAN

Administration of a Diagnostic Reading Test Survey

Teacher-orientation program

Parent-orientation program

Cumulative reading record on every child

Use of paraprofessionals

MAJOR CATEGORIES OF GROUPING

Intra-grouping: ability levels within a classroom

Inter-grouping: ability groups within grade levels

Individualized instruction:
-meeting the needs of the individual
-not limited to a one-to-one relationship
-part of the regular basal program

EXAMPLES OF ORGANIZATIONAL PLANS

Purpose: to place the child in a situation where he experiences success.

Example A. (Primary, Intermediate and/or Junior High)

Division of children into A and B classes
Class A contains two above average groups
Class B ranges from average to poor

Division of larger groups into smaller sub-groups with approximately eight children per group who work on different media each day

Example B. (Primary, Intermediate and/or Junior High)

Children grouped according to test results into four groups

Classes arranged in four levels

(Example)
Level 1, below Junior High level
Level 2, comparable to 7th grade
Level 3, comparable to 8th grade
Level 4, advanced

Each level divided into sub-groups for purpose of instruction

Administration of diagnostic tests periodically

Teacher judgment and results of diagnostic tests resulting in advancement of students to next level

Example C: (Primary, Intermediate, and/or Junior High)

Previous teacher's recommendation and results of informal and formal tests recorded on a 3x5 card

Cards arranged in order, starting with the lowest reading score and going to the highest

Students placed according to their level and assigned to a particular teacher who has already been selected to teach that particular level

Reading taught at the same time each day in each classroom

Teacher works with a particular level or subgroup while other students are engaged in worthwhile reading activities

Example D: (Senior High School)

In March of their eighth grade, students are tested using Diagnostic Reading Test Survey (Section A and/or B)

The results of the DRT are tabulated and put into more usable form such as an efficiency score (PAR) and ranking.

PAR is a coined word that stands for the students percent of comprehension times his reading rate (words per minute). Therefore a student whose DRT indicates a 50% comprehension at 200 wpm would have a PAR of 100.

PAR is used not only for ranking but also for motivation during the year in all sections of reading, not just the "special" sections. The association with golf enables the student to "better the PAR."

The results of the DRT (raw scores and PAR) and the results of the reading, vocabular and IQ scores of the Iowa Test of Basic Skills are placed on file cards.

The cards are ranked from best to poorest, taking all scores into account. It takes some experience both in giving and interpreting the DRT and also classroom experience to know what scores are significant and what combination of scores indicate problems.

Next the teacher goes through the entire class's grade school records and sees what they have done, especially English and social studies. History marks can often be a good indicator of poor reading and study habits. Health factors can also be taken into consideration regarding an unmotivated reader. From all the above data a rather thorough picture of the student is compiled.

The teacher then compares the list of objectively ranked students and another list of <u>potential</u> problem readers based on subjective gather of data. From these two lists the teacher chooses about 60-70 students who are placed in a full (five days a week) reading program and gears the two sections to those students and their common and individual problems.

Example E: (Senior High School)

All incoming freshmen are ranked according to the following norm:

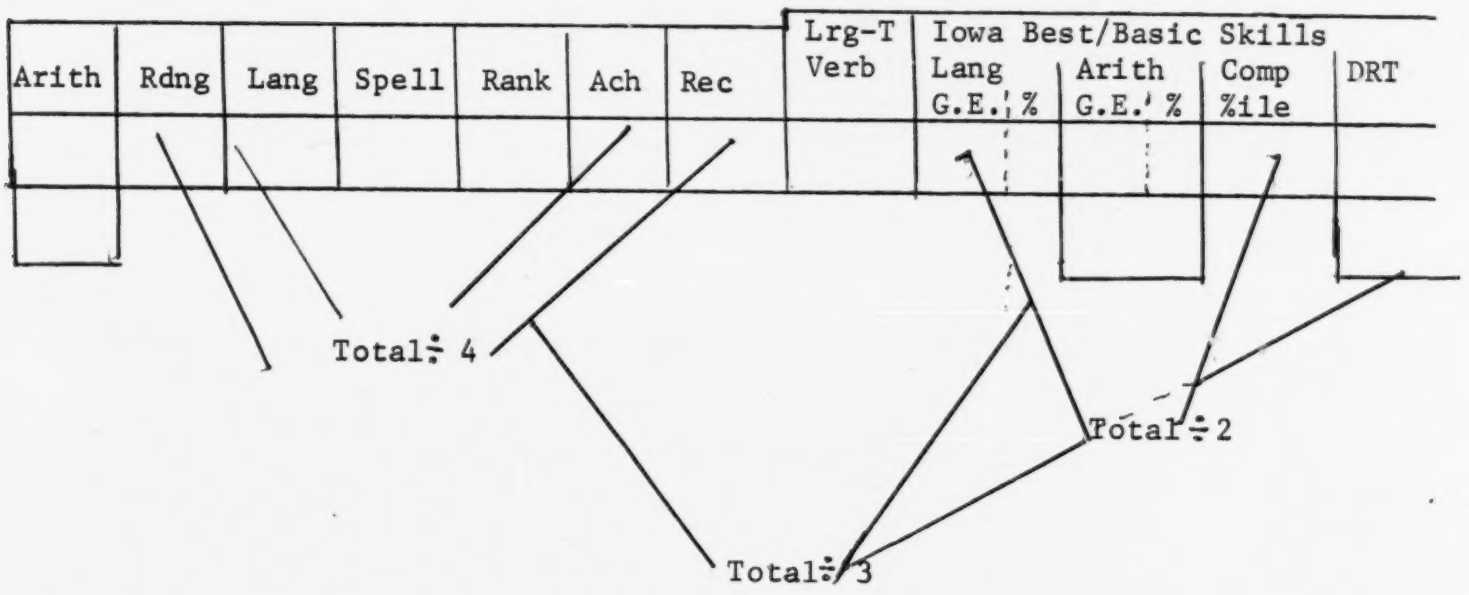
Using information from the elementary school record

1/3 of CNS	Reading Grade Language Grade (General Achievement) Academic Recommendation)
	AND
1/3 of CNS	%ile in Language Iowa Test of Basic Skills %ile in Composite Iowa Test of Basic Skills
	AND
1/3 of CNS	%ile in Composite Diagnostic Reading Test (Adm. in March)

a composite numerical score is arrived at by assigning percentiles and letter grades a numerical equivalent and dividing the sum of those by three.

(Example)

A+	1	(99)	B+	4	(86)	C+	7	(74)	D+	10	(62)	F 13 (50)
A	2	(94)	B	5	(82)	C	8	(70)	D	11	(58)	
A-	3	(90)	B-	6	(78)	C-	9	(66)	D-	13	(54)	



The top 1/3 of the students are invited into the honors program; the other 2/3 are placed in the Basic English Program.

This latter group is divided into two sections. The objective is to give them a high interest program so that skills could be developed and self-confidence revived. A special teacher who has a unique way with these students attempts to motivate them to the extent that they are ready for the college prep course.

At the end of the second year of the Basic English Program the best students are moved into the college prep course.

SUBGROUPING involves

flexibility

student movement from group to group

teacher planning for instruction and independent activities

opportunity for child to work alone or with paraprofessional

TYPES OF SUBGROUPING

common type - division of pupils into 2 or 3 groups based on reading levels

achievement - level determined by scores from various formal and informal tests

special needs - grouping which gives special attention to word recognition skills, study skills, recreational reading, etc.

interest - grouping based on reading interest usually involving mixed ability

partner or pupil leader - children working with a congenial partner or in small group under pupil leader

project - self-selection is basis for determining membership in group

research - grouping based on needs in a particular content area

friendship - choice of group contingent upon relationship with other members of the group

TEACHER PLANNING

uses basal series for teaching skills

meets with subgroups one to three times a week, but not every day

utilizes a wide variety of instructional materials spanning several grades

provides for independent activities
- assignment following instruction lesson (creative or skillbook)
- individual reading of supplementary books
- self-instruction on reading skills by means of locally prepared or commercially made materials
- self-instruction in other curricular areas as pertains to reading
- individual or group use of tape-recorded lessons and filmstrips
- continuing work on an individual or small group project
- miscellaneous independent work activities

PARAPROFESSIONALS AS READING AIDES

PURPOSE

provide the teaching staff with greater opportunities to serve the child's EDUCATIONAL NEEDS

build a stronger link between the school and the community

make available more instructional time for classroom teacher

provide for INDIVIDUALIZED instruction

make possible a more FLEXIBLE structure in the classroom

help to make the job of the teacher more manageable and productive

QUALIFICATIONS

at least a high school education

acceptable references

interest in working with children

ability to relate to children

ability to operate audio-visual equipment

dependability

good physical and mental health

professional attitude

TEACHER - READING AIDE RELATIONSHIP

cultivate professionalism, mutual respect and confidence

show evidence of good TEAMWORK

plan cooperatively and systematically

be prepared to cope with problems encountered in the program; seek advice and help from each other

evaluate the program periodically to note its strengths and weaknesses

ROLE

assist the teacher in activities that reinforce formal instruction

work under teacher direction
do not operate independently within the school or classroom

carry out assigned tasks responsibly

participate in diocesan directed in-service program

READING ACTIVITIES

listen to a child or small group read or tell a story

record a child's dictated story

read stories to a small group

play word games with individuals or small groups

help the slow learner follow directions as he does workbook assignments

supervise seatwork or make-up assignments

direct drill and maintenance work

assist in preparation of teaching materials

prepare materials to reinforce instruction

correct workbooks and/or homework assignments occasionally

set up and operate audio-visual equipment

assist individuals or small groups with specific instructional materials as directed by the teacher

Books

Fiction

Prose

ENJOYMENT -- APPRECIATION

of

LITERATURE

Books

Non-Fiction

Poetry

Literature

conveys the heritage of the past

assists students to relate to the present

develops the imagination

enhances life and the beauty of nature

An effective program

fosters a love for reading

provides rich and varied reading

encourages reading as leisure time activity

An effective teacher

loves prose and poetry and uses it effectively throughout the day

understands students, their interests and needs

is knowledgeable of literature

makes the study of literature a joyous experience

is aware of the basic elements of good literature

- a strong theme
- a convincing plot
- life-like characterization
- appealing style

creates

A READING ATMOSPHERE through

reading corners (rug, rocker, hassock, bookcase and books)

display of book jackets, books and unique illustrations

slogans

READING INTEREST through

making use of films and filmstrips to motivate students to read

using multi-media opportunities properly and profitably

reading to students

sharing books orally in small groups

informal discussion of books

panel discussion techniques

plays and playlets

sharing books through writing and art using

Participation Bulletin Boards

-pupils draw pictures
-pupils write brief description of characters

Dioramas depicting illustrations of scenes

Box movies illustrating sequence of events in a story

Mobiles representing characters or themes in a story

sharing books through activities such as

Book Clubs

Book Displays

Creative Dramatics

Book Fairs

Book Week Assemblies

CRITERIA FOR SELECTING BOOKS FOR HIGH SCHOOL STUDENTS

Content should include:

stories about teenagers with whom they can identify

characters from different socio-economic backgrounds

realistic experiences related to pupils' own lives

suspense

action and adventure

exciting episodes of courage and skill

genuine emotion

humor

significance - help young people to understand their world and their life today and as much as possible the world of tomorrow

information about something they can do or become

character and personality-building qualities

Style should possess:

quick dramatic beginning

much conversation

few long descriptive passages

logical organization

simple, straightforward clear sentences

few difficult unfamiliar words

natural and somewhat colloquial language

literary merit-unity, coherence and emphasis

color and vigor

BOOKS TO READ TO CHILDREN

Kindergarten and First Grade

Allen	Everyday Insects
Anderson	Billy and Blaze
Anglund	A Friend Is Someone Who Likes You
Anglund	Love Is A Special Way Of Feeling
Asbjornsen	The Three Billy Goats Gruff
Bannon	Red Mittens
Barry	A Is For Anything
Bright	Georgie's Halloween
Brown	Three Little Animals
Bruna	The Circus
Burton	Katy and the Big Snow
Burton	Little House
Burton	Mike Mulligan and His Steam Shovel
Chalmers	A Christmas Story
Chalmers	Mister Cat's Wonderful Surprise
Chalmers	The Cat Who Liked To Pretend
Champion	Mother Goose Rhymes
DeRegniers	May I Bring A Friend
Eichenberg	Ape In A Cape
Flack	Angus and the Ducks
Guilfoile	Nobody Listens To Andy
Heilbroner	The Happy Birthday Present
Hoban	A Baby Sister for Frances
Hoban	Bread and Jam for Frances
Holland	A Big Ball of String
Hurd	No Funny Business
Ipcar	Brown Cow Farm
Joslin	Baby Elephant and the Secret Wishes
Keats	Peter's Chair
Kessler	Big Red Bus
Krauss	A Hole Is To Dig
Krauss	The Happy Day
Kunhardt	Gas Station Gus
Langstaff	Over In The Meadow
Leaf	The Story of Ferdinand
Lobel	A Zoo For Mister Muster
Lowe	The Little Bear Who Wanted Friends
Mosel	Tikki, Tikki Tembo
Munari	The Birthday Present
Munari	Who's There, Open the Door
Parish	Amelia Bedelia

Payne	Katy No-Pocket
Peet	Farewell to Shady Glade
Rey	Curious George Learns The Alphabet
Rickert	The Bojabi Tree
Sauer	Mike's House
Seuss	The Cat In The Hat
Slobodkin	Trick Or Treat
Tresselt	White Snow, Bright Snow
Udry	A Tree Is Nice
Wildsmith	Brian Wildsmith's 1, 2, 3's
Zion	All Falling Down

Second and Third Grades

Arbuthnot	Time For Fairy Tales, Old And New
Beim	Two Is A Team
Brown	Stone Soup
Browning	The Pied Piper Of Hamlin
Caudill	Did You Carry the Flag Today, Charley?
Collodi	The Adventures of Pinocchio
Estes	The Hundred Dresses
Freeman	Norman the Doorman
Goudey	The Day We Saw the Sun Come Up
Hader	Lost in the Zoo
Jacobs	Hudden and Dudden and Donald O'Neary
Joslin	There Is A Dragon in My Bed
Kahl	The Duchess Bakes A Cake
Lewis	When I Go to the Moon
Milne	Winnie the Pooh
Ness	Tom Tit Tot
Politi	Rosa
Reyher	My Mother Is the Most Beautiful Woman in the World
Spyri	Heidi
Todd	Juggler of Notre Dame
Travers	Mary Poppins
Zemach	Nail Soup

Fourth, Fifth, and Sixth Grades

Anderson	Afraid to Ride
Armstrong	Sounder
Asbjornsen	East of the Sun and West of the Moon
Baldwin	Story of Roland
Belpre	Perez and Martina
Benary-Isbert	The Ark
Borski	The Jolly Tailor and Other Fairy Tales
Brink	Caddie Woodlawn
Forbes	Johnny Tremain
Calhoun	Katie John
Child Study Association	Castles and Dragons
Courlander	Cow-Tail Switch and Other West African Stories
DeJong	Along Came A Dog
DeJong	The House of Sixty Fathers
Fenner	Giants and Witches and A Dragon or Two
Fillmore	The Shepherd's Nosegay; Storeis From Finland and Czechoslovakia
Gipson	Old Yeller
Jacobs	English Fairy Tales
Johnson	The Bearcat
Krumgold	. . . And Now Miguel
Lewis	Lion, the Witch and the Wardrobe
MacPherson	The Rough Road
North	Mark Twain and the River
North	Rascal
O'Dell	Black Pearl
Ottley	Boy Alone
Seredy	The Good Master
Sperry	Call It Courage
Steele	The Far Frontier
Stolz	A Dog on Barkham Street
Taylor	All-of-a-Kind Family
Tolkien	The Hobbit
White	The Trumpet of the Swan
Wilder	Little House in the Big Woods

RECOMMENDED LIST OF BOOKS FOR CHILDREN'S LITERATURE

PRIMARY

Andersen	The Emperor's New Clothes
Andersen	The Fir Tree
Andersen	The Ugly Duckling
Ardizzone	Little Tim and the Brave Sea Captain
Ayer	Little Silk
Beim	Two Is A Team
Bemelmans	Madeline (and others)
Bishop	The Five Chinese Brothers
Borten	Do You Know What I Know
Brooke	Johnny Crows Garden
Brown	Once a Mouse
Brown	Runaway Bunny
Burton	Mike Mulligan and the Steam Shovel
Burton	The Little House
Chafetz	Thunderbirds and Other Stories
Charlip	Arm in Arm
Cleary	Henry Huggins
Cleary	Ribsy
d'Aulaire	Abraham Lincoln
Daugherty	Andy and the Lion
DeRegniers	A Little House of Your Own
Duvoisin	Petunia
Fatio	The Happy Lion
Fisher	Listen Rabbit
Flack	Ask Mr. Bear
Flack	The Story About Ping
Franchere	Cesar Chavez
Friskey	Indian Two Feet and His Horse
Gag	Millions of Cats
Grabianski	Androcles and the Lion
Gramatky	Little Toot
Grimm	The Wolf and the Seven Little Kids
Haley	A Story, A Story
Handforth	Mei Li
Hardendorff	Slip - Slop - Gobble!
Hoban	A Bargain For Frances
Hodges	The Wave
Janice	Little Bear's Christmas
Joslin	What Do You Say, Dear?
Justus	New Boy In School
Kantrowitz	Maxie
Kaufmann	Robins Fly North

Keats	Hi, Cat!
Keats	John Henry
Keats	The Snowy Day
Keats	Whistle for Willie
Krasilovsky	Man Who Didn't Wash His Dishes
Krauss	Backward Day
LaFontaine	Miller Boy and the Donkey
LaFontaine	Rich Man and the Shoemaker
LaFontaine	The North Wind and the Sun
Langstaff	Frog Went a Courtin'
Lenski	Little Train
Lionni	Swimmy
Lexau	Benjie
Lexau	Striped Ice Cream
Lindgren	Christmas In the Stable
Lobel	The Frog and Toad Are Friends
McCloskey	Blueberries for Sal
McCloskey	Time of Wonder
McCloskey	Make Way for Ducklings
Miles	Nobody's Cat
Mizumura	I See the Winds
Myrick	The Secret Three
Ness	Sam, Bangs, and Moonshine
Petersham	The Rooster Crows
Politi	Song of the Swallows
Potter	The Tale of Peter Rabbit
Prelutsky	The Terrible Tiger
Prelutsky	Toucans Two
Rey	Curious George (and others)
Robbins	Baboushka and the Three Kings
Schweitzer	One Small Blue Bead
Segal	Tell Me A Mitzi
Sendak	Where the Wild Things Are
Seuss	And to Think I Saw It on Mulberry Street
Sharmat	Gladys Told Me to Meet Her Here
Slobodkina	Caps for Sale
Softly	Magic People Around the World
Steptoe	Stevie
Sandburg	Anna and the Baby Buzzard
Thayer	Gus Was A Christmas Ghost
Thurber	Many Moons
Tresselt	The Beaver Pond
Tresselt	The Mitten
Tresselt	White Snow, Bright Snow
Tworkov	The Camel Who Took A Walk
Ward	The Biggest Bear
Williams	The Practical Princess
Valens	Wildfire
Viorst	Try It Again Sam
Yashima	Umbrella

RECOMMENDED LIST OF BOOKS FOR CHILDREN'S LITERATURE

Grades 4, 5, and 6

Adams	Pony Express
Aesop	Fables From Aesop
Atwater	Mr. Popper's Penguins
Bailey	Miss Hickory
Barrie	Peter Pan
Behn	Cricket Songs, Japanese
Betz	Priest on Horseback
Bendick	First Book of Space Travel
Biegel	The King of the Copper Mountains
Bishop	Martin DePorres, Hero
Bond	Paddington at Work
Bond	Paddington Helps Out
Bond	More About Paddington
Brink	Caddie Woodlawn
Bulla	Song of St. Francis
Butterworth	The Trouble With Jenny's Ear
Byars	Summer of the Swans
Campion	Patrick Henry
Carlson	The Family Under the Bridge
Carlson	The Half Sisters
Carlson	Happy Orpheline
Castor	Teddy Roosevelt and the Rough Riders
Cleary	Henry and the Clubhouse
Cleary	Henry and the Paper Route
Cleary	Henry Huggins
Collodi	Adventures of Pinocchio
Crout	Where the Ohio Flows
Curry	The Daybreakers
Dalgliesh	America Begins
Dalgliesh	Courage of Sarah Noble
Daugherty	Poor Richard
DeAngeli	Door in the Wall
DeJong	The Wheel on the School
Dumas	Rabbits Rafferty
Ecke	Flight Toward Home
Edmonds	Matchlock Gun
Ellis	Flight of the White Wolf
Enright	Gone-Away Lake
Enright	Return to Gone-Away
Enright	The Saturdays
Enright	Thimble Summer
Estes	Ginger Pye
Estes	The Hundred Dresses
Estes	The Middle Moffat
Farley	Black Stallion
Felton	Pecos Bill, Texas Cowpuncher
Felton	New Tall Tales of Pecos Bill
Fenton	Matter of Miracles
Field	Hitty: Her First Hundred Years
Fisher	Paul Revere and the Minute Men
Fisher	The Limners: America's Earliest Portrait of Painters

Fleischman	Mr. Mysterious and Company
Fleischman	The Ghost in the Noon Day Sun
Flory	One Hundred and Eight Bells
Fritz	The Cabin Faced West
Gates	Blue Willow
Gault	Lonely Mound
George	My Side of the Mountain
Godden	Miss Happiness and Miss Flower
Goldston	Legend of the Cid
Grahame	Wind in the Willows
Grimm Brothers	Tales From Grimm
Holladay	Bantu Tales (African Folktales)
Hamilton	Zeely
Henry	King of the Wind
Henry	Misty of Chincoteague
Herbert	Mr. Wizard's Experiments for Young Scientists
Holling	Paddle to the Sea
Hosford	Thunder of the Gods
Jackson	Call Me Charley
Janeway	Ivanov Seven
Johnson	America Is Born
Konigsburg	From the Mixed-Up Files of Mrs. Basil E. Frankweiler
Konigsburg	Jennifer, Hecate, Macbeth, William MacKinley and Me
Lang	The Blue Fairy Book
Lanier	King Arthur and His Knights of the Round Table
Lattimore	Little Pear
Lauber	Getting To Know Switzerland
Lawson	Ben and Me
Lawson	Rabbit Hill
Lenski	Strawberry Girl
Leskowitz	Animals Are Like This
Lindgren	Pippi Longstocking
Lyon	Our Sun and the World Around It
McCann	Battle Against the Sea (Holland)
McCloskey	Centerburg Tales
McCloskey	Homer Price
McCormick	Paul Bunyan Swings His Axe
McGinley	The Plain Princess
MacGregor	Miss Pickerell and the Geiger Counter
MacGregor	Miss Pickerell Goes on a Dig
MacGregor	Miss Pickerell Goes to Mars
McNeer	America's Abraham Lincoln
Malcomson	Yankee Doodle's Cousins
Mangione	America is Also Italian
Manning	A Book of Princes and Princesses
Meigs	Wind in the Chimney

Merrill	The Pushcart War
Nickel	Warriors and Worthies
North	Mark Twain and the River
Norton	The Borrowers
Norton	The Borrowers Aloft
Otis	Toby Tyler
Owens	The Jesse Owens Story
Parrish	Our Lady of Guadalupe
Pyle	Men of Iron
Pyle	Story of King Arthur and His Knights
Rosenfield	Let's Go to the Capital
Rounds	Ol' Paul, the Mighty Logger
Rourke	Davy Crockett
Schneiders	You Among the Stars
Selden	The Cricket in Times Square
Shephard	Paul Bunyan
Shotwell	Roosevelt Grady
Singer	When Shlemiel Went to Warsaw and Other Stories
Slobodkin	Space Ship Under the Apple Tree
Sorensen	Miracles on Maple Hill
Sorensen	Plain Girl
Sperry	Call It Courage
Spyri	Heidi
Steele	The Perilous Road
Stolz	The Noonday Friends
Tannehill	All About the Weather
Treece	Dream Time
Udry	Glenda
Vance	Windows for Rosemary
Weik	The Jazz Man
White	Charlotte's Web
Wilder	The Little House in the Big Woods Series
Williams and Abrashkin	Danny Dunn and the Homework Machine
Winterfield	Detectives in Togas

BRIDGES TO ADULT READING

Grades 7 and 8

The following bibliography is designed to guarantee exciting, thoughtful and contemporary reading for our junior high school students. These books are of high interest levels and contain reading skills ranging from grades six through ten.

Adamson	Forever Free
Alexander	The High King
Bell	Watch for the Tall White Sail
Bonham	Durango Street
Burnford	The Incredible Journey
Cleary	Fifteen
Cleary	Jean and Johnny
Cooper	Deerslayer
Cross	Angry Planet
Decker	An Empty Spoon
DeLeeuw	Turn in the Road
Dunning	Reflections on a Gift of Watermelon Pickle . . . And Other Modern Verse
Donovan	PT 109
Douglass	The Life and Times of Frederick Douglass
Doyle	The Boy's Sherlock Holmes
Forbes	Johnny Tremain
Garner	Elidor
Graham	Dr. George Washington Carver
Gray	Adam of the Road
Hamilton	Mythology
Harris	Confession of a Toe-Hanger
Haugaard	Hakon of Rogen's Saga
Hughes	Famous American Negroes
Hunt	Across Five Aprils
Hunt	Up the Road Slowly
Irving	The Legend of Sleepy Hollow
Ish-Kishor	Our Eddie
Judson	Abraham Lincoln, Friend of the People
Judson	Thomas Jefferson, Champion of the People
Keith	Rifles for Watie
Kennedy	Profiles of Courage
Killilea	Karen
Kjelgaard	Big Red

Latham	Carry on Mr. Bowditch
Lawson	Thirty Seconds Over Tokyo
L'Engle	A Wrinkle in Time
Lincoln	Negro Pilgrimage in America
London	Call of the Wild
McCoy	Shadows Over the Land
Meigs	Jane Adams: Pioneer for Social Justice
Melville	Moby Dick
Meyer	That Remarkable Man; Justice Oliver Wendell Holmes
Moon	Knee-Deep in Thunder
Neufeld	Edgar Allen
Neville	It's Like This, Cat
O'Dell	Island of the Blue Dolphins
O'Dell	The King's Fifth
Pace	Clara Barton
Palmer	Centaurs, Sirens and Other Classical Creatures
Pearce	Helen Keller Story
Petry	Harriet Tubman
Petry	Tituba of Salem Village
Poe	Edgar Allan Poe Stories
Preston	Martin Luther King
Pyle	Otto of the Silver Hand
Rawlings	The Yearling
Read	This Way Delight
Reeves	Exploits of Don Quixote
Robertson	Henry Reed, Inc.
Rowe	Album of Martin Luther King Jr.
Serraillier	Silver Sword
Shapiro	Jackie Robinson of the Dodgers
Southall	Hill's End
Speare	Calico Captive
Speare	The Witch of Blackbird Pond
Sperry	Black Falcon
Sperry	Storm Canvas
Steele	The Perilous Road
Sterling	Mary Jane
Stevenson	Treasure Island
Stoddard	Famous American Women
Sutcliff	Lantern Bearers
Tolkien	Hobbit
Treffinger	Li Lun, Lad of Courage
Tregaskis	John F. Kennedy and PT 109
Trevino	I, Juan de Pareja
Ullman	Banner in the Sky
Verne	Around the World in 80 Days
Verne	Twenty Thousand Leagues Under the Sea
Washington	Up From Slavery
Wibberley	John Treegate's Musket
Wier	The Loner
Wilder	These Happy Golden Years
Wojciechowska	Shadow of a Bull
Wyss	Swiss Family Robinson
Yates	Amos Fortune, Free Man

For Advanced Readers

Asimov	Fantastic Voyage
Barrett	Lillies of the Field
Braithwaite	To Sir With Love
Churchill	The Second World War
Forman	My Enemy, My Brother
Frank	The Diary of a Young Girl
Freedman	Mrs. Mike
Hemingway	The Old Man in the Sea
Hentoff	Jazz Country
Hilton	Goodbye Mr. Chips
Hilton	Lost Horizon
Kozol	Death at an Early Age
Mayerson	Two Blocks Apart
Orwell	Animal Farm
Richter	Light in the Forest
Saroyan	The Human Comedy
Steinbeck	Red Pony
St. Exupery	The Little Prince
Tunis	His Enemy, His Friend
Wells	The Time Machine

HIGH SCHOOL READING LIST

Adamson	Forever Free
Anthony	I Am Fifteen and I Don't Want to Die
Austen	Pride and Prejudice
Bainton	Here I Stand: Life of Martin Luther King
Baldwin	Fire Next Time
Baldwin	Go Tell It on the Mountain
Baldwin	Nobody Knows My Name
Beach	Run Silent, Run Deep
Behn	The Faraway Lurs
Bellow	Seize the Day
Benet	The Devil and Daniel Webster
Berstein	West Side Story
Berri	The Two of Us
Borland	When the Legends Die
Boulle	Bridge Over the River Kwai
Boulle	Planet of the Apes
Bouton	Ball Four
Bradbury	Fahrenheit 451
Bradbury	Martian Chronicles
Burdick	Fail-Safe
Burgess	Clockwork Orange
Burgess	Inn of the Sixth Happiness
Caidin	Marooned
Camus	The Stranger
Carson	Silent Spring
Chesterton	The Man Who Was Thursday
Christopher	The White Mountains
Clarke	2001 - A Space Odyssey
Cleaver	Soul on Ice
Cronin	Keys of the Kingdom
Cruz	Run, Baby, Run
Davis	Growing Up Black
Davis	Yes, I Can
Dickens	Great Exprectations
Donovan	I'll Get There, It Better Be Worth the Trip
DosPassos	Three Soldiers
Dostoyevsky	Crime and Punishment
Douglas	The Robe
DuBois	Three Negro Classics
Duncan	They Never Came Back
Durrell	White Eagles Over Serbia
Egan	Junkie Priest
Ehrlich	The Population Bomb
Ellison	The Invisible Man
Essien	Black Nationalism
Fall	The Two Viet-Nams
Fast	April Morning
Ferber	So Big
Fitzgerald	The Great Gatsby
Forman	My Enemy, My Brother
Freedman	Mrs. Mike
Godden	In This House of Brede
Golding	Lord of the Flies
Goldman	Butch Cassidy and the Sundance Kid

Greely	The Hesitant Pilgrim
Greene	A Burnt-Out Case
Greene	I Never Promised You A Rose Garden
Griffin	Black Like Me
Gunther	Death Be Not Proud
Hailey	Run Way Zero-Eight
Hansbury	Raisin in the Sun
Hardy	Return of the Native
Head	Mister and Mrs. Bo-Jo Jones
Hersey	A Bell for Adano
Hersey	Hiroshima
Hersey	A Single Pebble
Hill	Patch of Blue
Hilton	Goodbye Mr. Chips
Hilton	The Outsiders
Hirschfield	Fifty-five Days of Terror
Houselander	The Reed of God
Hoopes-Peck	The Edge of Awareness
Hopkins	The Poems of Gerard Manley Hopkins
Huggins	The Red Chair Waits
Hunter	Soul Brothers and Sister Lou
Huxley	Brave New World
Hyman	No Time for Sergeants
Jeeves	How Right You Are
Johnson	Man Called Horse
John XXIII	Journal of a Soul
Jordan	Haunted Summer
Kellogg	Tell Me That You Love Me Junie Moon
Keyes	Flowers for Algernon
Kirkwood	Good Times, Bad Times
Knowles	A Separate Peace
Kozol	Death At An Early Age
Kramer	Instant Replay
Landon	Anna and the King of Siam
Lass-Tasman	Twenty-one Great Stories
Lederer	Ugly American
Lee	To Kill a Mockingbird
Levenson	Everything But Money
Levin	This Perfect Day
Lewis	Appointment on the Moon
Lifton	Return to Hiroshima
London	Sea Wolf
Malcom X-Haley	Autobiography of Malcom X
Manchester	The Death of a President
Mantle	Quality of Courage
Marshall	Christy
McCullers	Heart is a Lonely Hunter
McCullers	Member of the Wedding
McGerr	My Brothers, Remember Monica
McGinniss	The Selling of the President
MacLean	Ice Station Zebra
Mehdevi	Parveen
Melville	Four Short Novels

Merton	Seven Story Mountain
Michener	The Bridge at Andau
Michener	The Bridge at Toko-Ri
Michener	Sayonara
Miller	The Crucible
Mitchell	Gone With the Wind
Norton	Daybreak 2250 A.D.
North	Wolfling
O'Connor	Edge of Sadness
Packard	The Hidden Persuaders
Pasternak	Doctor Zhivago
Peck	Sounds and Silences
Polland	Deirdre
Potok	The Chosen
Remarque	All Quiet on the Western Front
Richards	Pistol
Ryan	The Longest Day
Salinger	The Catcher in the Rye
Salinger	Franny and Zooey
Saroyan	Human Comedy
Scott	God Is My Co-Pilot
Shakespeare	Romeo and Juliet
Siegel	Love Story
Solzhenitsyn	One Day in the Life of Ivan Denisovich
Stein	Fiddler on the Roof
Steinbeck	Cannery Row
Steinbeck	Tortilla Flat
Stewart	The Mephisto Waltz
Stewart	Nine Coaches Waiting
deSaint-Exupery	Wind, Sands, and Stars
Stolz	Ready or Not
Swarthout	Bless the Beasts and Children
Therese (St.)	Autobiography of St. Therese of Lisieux
Thurber	My Life and Hard Times
Turgenev	Fathers and Sons
	U.S. Report on Civil Disorders
Von LaForte	Song of the Scaffold
Vonnegut	Mother Night
Warren	All the Kings Men
Wasserman	Man of LaMancha
Wells	The Time Machine
Wells	The War of the Worlds
Wharton	Ethan Frome
Wilderson	Cross and the Switchblade
Wilderson	Twelve Angels from Hell
Williams	Streetcar Named Desire
Wojciechowska	Tuned Out
Wouk	The Caine Mutiny
Wright	Black Boy
Wright	Native Son
Ziñdel	The Pigman

MULTI-MEDIA FOR LITERATURE

Caedmon (Records, Tapes, Filmstrips of the Spoken Word)
- Anthologies - Prose and Poetry K-12
- Collections of Tales and Poems K-12

Educational Reading Service
- Records
  - Record Story Library K-8
  - Poems for Young People K-12
  - Lands to Enchantment (41 Fairy Tales)

Encyclopedia Britannica Educational Corporation
- Records
  - Series of records on fables and tales, adventures, Just-So Stories, rhymes, poetry K-6
- Films
  - Many films designed to broaden background K-1
  - Library films 4-6
  - Holiday Stories 4-6
- Filmstrips
  - Series of filmstrips on communities, familiar places
    - Disneyland K-1
  - Series on tales, fantasy, adventure, classics and legends 1-6

Houghton Mifflin Literature Series
- Books and Records
  - Enrichment Reading 1-12

Instructional Supplements, Inc.
- Imperial Tapes
  - Place in the Sky K-3
  - The Imperial Golden Anthology of Children's Verse 1-4
  - Meet the Author 2-7

Learning Arts
- Records
  - Children's Heritage Library 1-9
- Filmstrips
  - Golden Book Filmstrip Series K-3
  - American Authors, folklore, myths and legends 7-12
  - How to Read Series and Understanding Poetry Series 7-12

Society for Visual Education
- Records
  - Fairy Tales, adventures, rhymes and poetry K-6
  - Classic American Short Stories - Set of 10 records 7-12
  - Treasury of 100 American Poets and Their Poems - 18 records
- Filmstrips
  - Children's classics, fairy tales and stories K-3
  - Hero legends 4-6

Spoken Arts, Incorporated
- Cassette Library for Young Listeners

Troll Associates
- Tapes
  - Reading and Listening Adventures K-4
  - Treasury of Classroom Poetry K-5
- Filmstrips
  - Fairy Tales and Poems K-5
  - Myths and legends of ancient Greece 5-up

Viking Press
- Filmstrips
  - Primary stories

LIBRARY SKILLS

(It is suggested that both of the following filmstrips be used to develop library skills).

Filmstrips

Encyclopedia Britannica Education
- The Library: A Knowledge Retrieval Center (7 filmstrips)

Society for Visual Education
- Using the Elementary School Library (6 filmstrips - 3 records and guides)

BOOKARAMA and THE BOOK TRAIL - Grades 5, 6

Audio-taped Book Reviews by Sister M. Margaret, C.S.J. are available for retaping at the Board of Catholic Education.

1.	Tape No. 321/1	Rabbit Hill by Robert Lawson. Caddie Woodlawn by Carol R. Brink.
2.	Tape No. 321/2	Paul Bunyan and His Great Blue Ox retold by Wallace Wadsworth. The Enormous Egg by Oliver Butterworth
3.	Tape No. 152/1	Little House in the Big Woods and Little House in the Prairie by Laura Ingalls Wilder
4.	Tape No. 133/1	Call It Courage by Armstrong Sperry The Matchlock Gun by Walter Edmonds
5.	Tape No. 152/2	Priest on Horseback by Eva K. Betz The Door in the Wall by Marguerite DeAngeli Our Lady and the Aztec by Josephine O'Neil
6.	Tape No. 133/2	Homer Price by Robert McCloskey Pippi Longstocking by Astrid Lindgren Doctor's Boy by Karin Anckarsvard
7.	Tape No. 387	Roosevelt Grady by Louisa R. Shotwell Blue Willow by Doris Gates
8.	Tape No. 388	The Jungle Books by Rudyard Kipling The Arabian Nights - Collected and edited by Andrew Lang
9.	Tape No. 411	The Island of the Blue Dolphins by Scott O'Dell King of the Wind by Marguerite Henry
10.	Tape No. 489	The Empty School House by Natalie Savage Carlson Detectives in Togas by Henry Winterfield
11.	Tape No. 490	Berries Goodman by Emily C. Neville The Borrowers by Mary Norton
12.	Tape No. 522	The Noonday Friends by Mary Stoiz A Bird in the Hand by Milton Lomask
13.	Tape No. 412	The Cottage at Bantry Bay by Hilda Van Stockum The Perilous Road by William O. Steele
14.	Tape No. 410	Folklore: Yankee Doodle's Cousins by Anne Malcomson Ol' Paul, the Mighty Logger by Glen Rounds The Complete Tales of Uncle Remus by Joel C. Harris New Tall Tales of Pecos Bill by H. Felton
15.	Tape No. 596	And Now, Miguel by Joseph Krumgold Mary Poppins by Pamela Travers
16.	Tape No. 599	Girls versus Boys Bookarama Contest on the 34 Books discussed in this series above.
17.	Tape No. 251	Ginger Pye by Eleanore Estes The Space Ship Under the Apple Tree by Louis Slobodkin

18.	Tape No. 252	Charlotte's Web by E.B. White
		Mr. Popper's Penguins by Richard and Florence Atwater
19.	Tape No. 458	The Cabin Faced West, by Jean Fritz
		Dann Dunn and the Homework Machine by Jay Williams and Raymond Abrashkin
20.	Tape No. 470	Miracle on Maple Hill by Virginia Sorensen
		The Ghost in the Noonday Sun by Sid Fleischman
21.	Tape No. 481	Two on an Island by Bianca Bradbury
		While Mrs. Coverlet Was Away by Mary Wash
22.	Tape No. 598	The Cricket in Times Square by George Selden
		Mr. Mysterious and Company by Sid Fleischman
23.	Tape No. 601	Brightly of the Grand Canyon by Marguerite Henry
		The Borrowers Aloft by Mary Norton
24.	Tape No. 698	The Long Winter by Laura Ingalls Wilder
		Twenty-One Balloons by William Dubcis
25.	Tape No. 699	Depend on Katie John by Mary Calhoun
		Father Marquette and the Great Rivers by August Derleth
26.	Tape No. 722	One Hundred and Eight Bells by Jane Flory
		The Rain Forest by Armstrong Sperry
27.	Tape No. 723	Gone-Away Lake by Elizabeth Enright
		Westward Adventure by William O. Steele
28.	Tape No. 767	Christmas Story
29.	Tape No. 760	Miss Pickerell on the Moon by Ellen MacGregor and Dora Pantell. Young Deputy Smith by Dale White
30.	Tape No. 808	Bonanza Girl by Patricia Beatty
		The Moffats by Eleanor Estes
		The Middle Moffat and Rufus M. by Eleanor Estes
31.	Tape No. 759	What Then Raman? by Shirley L. Arora
		Our Lady's Book by Lauren Ford
32.	Tape No. 809	Oral Contest. Review of all the books discussed numbers 17 to 31. List the following words on the board: Column 1: realistic, humorous, fantasy or fanciful, adventure characters, religious Column 2: biography, animal story, plot, climax, theme or purpose, style

SPOTLIGHT ON BOOKS AND BOOK BONANZA - Grades 7, 8

1.	Tape No. 214/1	Rascal by Sterling North North Town by Lorenz Graham
2.	Tape No. 214/2	Destination Mars by Hugh Walters Man of Molokai by Ann Roos The Coriander by Eilis Dillon
3.	Tape No. 214/3	Johnny Tremain by Esther Forbes Across Five Aprils by Irene Hunt
4.	Tape No. 339/1	A Castle for the Kipcheks by James Stagg The Namesake, A Story of King Alfred, by C. Walter Hodges Yankee Doodle Boy by Joseph Plumb Martin
5.	Tape No. 339/2	The Pushcart War by Jean Merrill The Loner by Ester Wier
6.	Tape No. 349/1	A Wrinkle in Time by Madeleine L'Engle Meet the Austins by Madeleine L'Engle
7.	Tape No. 339/3	My Side of the Mountain by Jean George Good-bye, My Lady by James Street
8.	Tape No. 350/1	Old Yeller by Fred Gipson The Incredible Journey by Sheila Burnford
9.	Tape No. 349/2	Quiz on Books. MAT: Prepare paper as for spelling. Number 1-32. On Board: 1. Realistic, biography, informational, historical, fiction, autobiography; 2. satire, adventure, animal, humorous, fantasy or space fantasy; 3. plot, characters, climax, theme, style, economy of incident.
10.	Tape No. 350/2	The Great Proclamation by Henry S. Commager Forever Free by Dorothy Sterling Gateway to America by Hertha Pauli
11.	Tape No. 358/1	The Bright Thread by Jack Steffan Everybody Calls Me Father by Father X The Good Bad Boy by Rev. Berald Brennan
12.	Tape No. 358/2	The Singing Tree by Kate Seredy Miss Hickory by Carolyn Sherwin Bailey
13.	Tape No. 491	Flame Over Tara by Madeline Polland Soldier and Me by David Line
14.	Tape No. 359/1	Rifles for Watie by Harold Keith John F. Kennedy and PT 109 by Richard Tregaskis
15.	Tape No. 359/2	The Sea Wall by Ellis Dillon Dr. Tom Dooley, My Story by Thomas Dooley, MD
16.	Tape No. 358/3	The United States in World War II by Don Lawson, Grosset, and Dunlap Adventures of Tom Sawyer by Mark Twain
17.	Tape No. 849	Black and Blue Magic by Zilpha Keatley, Snyder Henry Reed's Baby-Sitting Service by Keith Robertson
18.	Tape No. 867	Mr. Lincoln Speaks at Gettysburg by Mary Kay Phelan St. Francis de Sales by Blanche, Jennings Thompson
19.	Tape No. 868	Have Space Suit - Will Travel by Robert Heinlein These Happy Golden Years by Laura Ingalls Wilder

20.	Tape No. 902	The King's Fifth by Scott O'Dell Patrick Henry, Firebrand of the Revolution by Nardi Reeder Campion
21.	Tape No. 465	Big Red by Jim Kjelgaard Time Cat by Lloyd Alexander
22.	Tape No. 501	Birkin by Joan Phipson The Iron Peacock by Mary Stetson Clarke
23.	Tape No. 564	Father Junipero Serra by Ivy Bolton Wild and Woolly West by Earl Schenck
24.	Tape No. 960	I, Juan de Pareja by Elizabeth Borton de Trevino Ueshu, Called Jesus by Clare Huchet Bishop
25.	Tape No. 964	The Wonders of Physics by Irving Adler The Majesty of the Heavens by Michael Dempsy and Jean Pick
26.	Tape No. 975	The Witch of Blackbird Pond by Elizabeth George Speare Mission to Cathay by Madeleine Polland
27.	Tape No. 976	It's Like This, Cat by Emily Neville Dr. George Washington Carver, Scientist by Shirley Graham and George D. Limpsomb
28.	Tape No. 994	Hakon of Rogen's Saga by Erik Christian Haugaard The Yearling by Marjorie Kinnan Rawlings
29.	Tape No. 995	Milepost 67 by Marian Potter Chancy and the Grand Rascal by Sid Fleischman
30.	Tape No. 1004	America's Ethan Allen by Steward Holbrook The Story of Thomas Alva Edison by Margaret Cousins Young Thomas Edison by Sterling North
31.	Tape No. 1016	That Quail, Robert by Margaret A. Stanger Boy Alone by Reginald Ottley
32.	Tape No. 1017	The Strange Intruder by Arthur Catherall Mr. Revere and I by Robert Lawson
33.	Tape No. 1040	Summer Reading for You (Strike It Rich - With Good Books) The Teacher will be asked to list titles of books and authors as the books are discussed.

APPENDIX

1. Standardized Tests

2. Reading Expectancy Levels Based on Harris Formula - 1-12

3. Resources for Teachers of Reading

4. Professional Bibliography

STANDARDIZED TESTS

KINDERGARTEN AND PRIMARY GRADES K-3

NAME OF TEST	Publisher	Grades	Abilities Measured	Forms	Testing Time
California Reading Test	California Test Bureau	1-3	Vocabulary Comprehension	4	20-50 min.
Durrell Anal. of Reading Difficulty	Harcourt, Brace	1-6	Individual. Diag. Reading in its various phases	1	50 min.
Durrell-Sullivan Reading Capac. and Achieve. Tests	Harcourt, Brace	2.5-4.5	Primary Tests a.Capacity test essentially an intelligence test b. Achieve.test-reading	1	40-45 min.
Gates-MacGinitie Reading Tests	Harcourt, Brace	1-2.5	Primary Reading Tests Type 1. Word recog. " 2. Sentence read. " 3. Paragraph read.	3	15-20 min.
Readiness Skills	Bureau of Publications Teachers Col. Columbia U.	3 +	Basic Reading Tests Type A. Reading to appre. general significance Type B. Reading to predict outcome of given events Type C. Reading to understand precise directions Type D. Reading to note details	4	6-10 min.
Gilmore Oral Reading Test	Harcourt, Brace	1-8	Ten paragraphs scaled in difficulty Measure Comprehension Speed and accuracy	2	15-20 min.
Gray Oral Read. Paragraph Tests	Harcourt, Brace	1-8	Scaled in difficulty for speed and accuracy	2	3-8 min.
Garvey Primary Reading Test. Silent	California Test Bureau	1-3	Recognition of form Vocabulary Comprehension	2	40 min.
Haggerty Reading Examination	Harcourt, Brace	Sigma 1.1-3	Vocabulary Sentence Reading Paragraph Reading	1	20 min.
Ingraham-Clark Diagnostic Reading Tests	California Test Bureau	1-3	Primary Meaning vocabulary	2	40 min.

NAME OF TEST	Publisher	Grades	Abilities Measured	Forms	Testing Time
Kansas Primary Reading Test	Bureau of Edu. Measurements	1-3	Sentence reading Word knowledge Paragraph Compre. Total	2	20 min.
Lee-Clark Reading Test - First Reader	California Test Bureau	1-2	Auditory stimuli Visual stimuli Following directions Completion Inference Total	2	25 min.
Primary Reading Profiles	Houghton-Mifflin Co.	1	Evaluates pupil progress at end of first year Test 1 -Reading Apt. II- Auditory Assn. III- Word Recog. IV - Word Attack V - Reading Compre.	1	No time limit
Sangren-Wilson Instructional Tests in Reading		1-4	Understanding words Understanding phrases " Sentences Note details Follow directions Use judgment Organize ideas Attack new words	2	3-15 min.

ELEMENTARY GRADES 4-8

California Reading Test	California Test Bur.	4-6 7-9	Elementary Intermediate All tests measure vocab.	4	35-50 min.
Chapman Reading Comprehension Test	Ed. Test Bureau	5-12	Comprehension (Suited for clinical use)	1	30 min.
Doren Diagnostic Reading Test	Ed. Test Bureau	3-8	Word-recognition skills	1	3 hours
Durrell Anal. of Reading Difficulties	Harcourt, Brace	1-6	Individual reading in its various phases. Diagnostic	1	50 min.
Elementary Reading Test: Every Pupil T.	Ohio Scholarship Tests	4-6	General ability Speed & Comprehension	1	40 min.
Gates-MacGinite Reading Survey	Bur.of Publications. Teachers College,Columbia U.	3-10	Vocabulary Comprehension - Speed Accur. of interpretation	2	60-90 min.

NAME OF TEST	Publisher	Grades	Abilities Measured	Forms	Testing Time
Gilmore Oral Reading Test	Harcourt, Brace	1-8	Ten paragraphs scaled in difficulty measure: Comprehension Speed and accuracy	2	15-20 min.
Gray Oral Reading Paragraph Tests	Bobbs-Merrill Co.	1-8	Paragraphs scaled in difficulty scored for: Speed and accuracy	1	3-8 min.
Iowa Silent Reading Test (revised ed.)	Harcourt, Brace	4-8	Elementary Rate Comprehension Word meaning Ability to locate inform.	4	55-60 min.
Ingraham-Clark Diagnostic Reading Tests	California Test Bureau	4-8	Intermediate Comprehension Speed and accuracy	2	40 min.
Iowa Tests of Basic Skills	Harcourt, Brace	3-5, 6-8	Test A Comprehension Understanding details Organize ideas Appre. of meaning Vocabulary	4	46 min.
Metropolitan Achievement Test	Harcourt, Brace	3-4 5-6 7-8	Elementary Intermediate Advanced All measure: Comprehension Vocabulary	4	35-45 min.
Nelson Silent Reading Test (revised ed.)	Houghton-Mifflin Co.	3-9	Comprehend words Comprehend signi. of paragraph Note details Predict outcomes	3	30 min.
Nelson-Lohman Reading Test	Harcourt, Brace	4-8	Comprehension of main idea - Understanding word meaning Drawing inferences Integrating ideas Noting details	2	1 class per.
SRA Reading Record	Science Research Associates	4-6	Intermediate Ability to understand main ideas - Infer logical ideas Grasp detail Understand word context	1	28-40 min.
Stanford Achievement T.	Harcourt, Brace	3-4 5-6 7-9	Elementary Intermediate Advanced Word meaning Paragraph comprehension	5 5 5	35 min. 40 min. 40 min.

NAME OF TEST	Publisher	Grades	Abilities Measured	Forms	Testing Time
Sequential Tests of Educational Progress	Ed. Testing Service Princeton,N.J.	7-9	Level 3 Level 4 Tests in 7 areas A comprehension test	2	70 min. or 2 35 min. per.
Traxler Silent Reading Test	The Bobbs-Merrill Co.	7-10	Rate Story comprehension Word meaning Paragraph meaning	4	46 min.
		HIGH SCHOOL GRADES 9-12			
California Reading Test (Advanced)	California Test Bureau	9-12	Vocabulary Comprehension	3	35-50 min.
Chapman Reading Comprehension Test	Ed. Test Bureau	5-12	Comprehension (Suited for clinical use)	1	30 min.
Cooperative Reading Test	Ed. Testing Service	7-12	Test C. Reading Compre. Test C.1 -Lower level Test C.2 -Higher level All measure Vocabulary Comprehension Speed	2	40 min.
Durost-Center Word Mastery Test	Harcourt, Brace	9-12	Part 1. Multiple choice Part 2. Words used in meaningful sentences Measures: Vocabulary Word meaning	4	25 min. to 35 min.
Gates-MacGinitie	Bureau of Publications, Teachers Col. Columbia Univ.	3-10	Vocabulary Level of comprehension Speed Interpretation	2	60-90 min.
General Reading Test: Ohio Senior Survey	Ohio Scholar-ship Tests	12	Paragraph meaning general Vocabulary Outlining	2	60-65 min.
High School Reading Test Nat'l Achieve-ment Test	Acorn Pub. Company	7-12	Vocabulary Word discrimination Sentence meaning Noting details Interpretation	2	40 min.

NAME OF TEST	Publisher	Grades	Abilities Measured	Forms	Testing Time
Iowa Silent Reading Test Advanced	Harcourt, Brace	6-16	Rate Comprehension Word meaning Ability to locate information	4	55-60 min.
Kelley-Greene Comprehension Test	Harcourt, Brace	9-13	Comprehension Answers to questions Retention Rate	2	63 min.
Michigan Vocabulary Profile Test	Psych.Corp. Dist.	9-16	Four-choice vocab. items in eight fields	2	No time About 50 min.
Nelson-Denny Reading Test	Houghton-Mifflin Co.	9-12	Vocabulary Paragraph meaning Rate	2	30-35 min.
Reading Comprehension	Ed.Testing Service	7-12	Vocabulary Paragraph meaning	2	40 min.
S.R.A. Reading Record	Science Research Associates	9-12	Rate Comprehension Paragraph meaning Sentence meaning Vocabulary, etc.	1	28-40 min.
Sequential Tests of Educational Progress	Ed. Testing Service Princeton, New Jersey	7-14	Levels 1,2,3 Comprehension	2	70 min.

EXPECTED READING GRADES OF PUPILS OF VARYING IQ
IN GRADES 1-6
* BASED ON HARRIS FORMULA

IQ.	Age 6 Grade 1	Age 7 Grade 2	Age 8 Grade 3	Age 9 Grade 4	Age 10 Grade 5	Age 11 Grade 6
70		K.1	K.8	1.4	2.1	2.8
71		K.1	K.8	1.4	2.1	2.8
72		K.2	K.8	1.5	2.2	2.9
73		K.2	K.9	1.7	2.4	3.1
74		K.3	1.0	1.7	2.5	3.2
75		K.3	1.0	1.8	2.6	3.3
76		K.4	1.1	1.9	2.7	3.4
77		K.5	1.2	2.0	2.8	3.5
78		K.5	1.2	2.0	2.8	3.6
79	K.0	K.7	1.4	2.2	3.0	3.7
80	K.0	K.7	1.4	2.2	3.0	3.8
81	K.1	K.8	1.5	2.3	3.1	3.9
82	K.2	K.9	1.6	2.4	3.2	4.0
83	K.3	1.1	1.8	2.5	3.3	4.1
84	K.3	1.1	1.9	2.7	3.5	4.3
85	K.4	1.2	2.0	2.8	3.6	4.4
86	K.5	1.3	2.1	2.9	3.7	4.5
87	K.5	1.3	2.1	2.9	3.8	4.6
88	K.6	1.4	2.2	3.0	3.9	4.7
89	K.7	1.5	2.3	3.1	4.0	4.8
90	K.7	1.6	2.4	3.2	4.1	4.9
91	K.8	1.6	2.5	3.3	4.2	5.0
92	K.9	1.7	2.6	3.4	4.3	5.2
93	K.9	1.7	2.6	3.5	4.4	5.3
94	K.9	1.8	2.7	3.6	4.5	5.4
95	K.9	1.8	2.8	3.7	4.6	5.5

* "Instructional Materials for Remedial Reading." Division of Education. Greeley, Colorado: Colorado State College. 1963. pp. 1-4.

IQ.	Age 6 Grade 1	Age 7 Grade 2	Age 8 Grade 3	Age 9 Grade 4	Age 10 Grade 5	Age 11 Grade 6
96	1.0	1.9	2.8	3.7	4.7	5.6
97	1.0	1.9	2.8	3.8	4.7	5.7
98	1.0	1.9	2.8	3.8	4.8	5.8
99	1.0	1.9	2.9	3.9	4.9	5.9
100	1.0	2.0	3.0	4.0	5.0	6.0
101	1.0	2.0	3.0	4.1	5.1	6.1
102	1.1	2.1	3.1	4.2	5.2	6.2
103	1.1	2.2	3.2	4.3	5.3	6.3
104	1.2	2.3	3.3	4.4	5.4	6.5
105	1.2	2.3	3.4	4.5	5.5	6.6
106	1.3	2.4	3.4	4.5	5.6	6.7
107	1.3	2.4	3.5	4.6	5.7	6.8
108	1.4	2.5	3.6	4.7	5.8	6.9
109	1.5	2.6	3.7	4.8	5.9	7.0
110	1.6	2.7	3.8	4.9	6.0	7.1
111	1.7	2.8	3.9	5.0	6.1	7.2
112	1.8	2.9	4.0	5.1	6.2	7.3
113	1.9	3.0	4.1	5.2	6.4	7.5
114	2.1	3.2	4.3	5.4	6.5	7.6
115	2.2	3.3	4.4	5.5	6.6	7.7
116	2.3	3.4	4.5	5.6	6.7	7.8
117	2.4	3.5	4.6	5.7	6.8	7.9
118	2.5	3.6	4.7	5.9	7.0	8.1
119	2.6	3.7	4.9	6.0	7.1	8.2
120	2.7	3.9	5.0	6.1	7.2	8.3
125	2.9	4.1	5.2	6.4	7.6	8.8
130	3.2	4.4	5.6	6.8	8.1	9.3

EXPECTED READING GRADES OF PUPILS OF VARYING IQ
IN GRADES 7-12

IQ	Age 12 Grade 7	Age 13 Grade 8	Age 14 Grade 9	Age 15 Grade 10	Age 16 Grade 11	Age 17 Grade 12
70	3.5	4.1	4.8	5.5	6.2	6.9
71	3.5	4.2	4.9	5.6	6.3	7.0
72	3.6	4.4	5.1	5.8	6.5	7.2
73	3.8	4.5	5.2	6.0	6.7	7.4
74	3.9	4.6	5.4	6.1	6.8	7.6
75	3.9	4.6	5.4	6.1	6.8	7.6
76	4.1	4.9	5.6	6.3	7.1	7.9
77	4.2	5.0	5.8	6.6	7.3	8.1
78	4.4	5.2	5.9	6.7	7.5	8.3
79	4.5	5.3	6.1	6.8	7.6	8.4
80	4.6	5.4	6.2	7.0	7.8	8.6
81	4.7	5.5	6.3	7.1	8.0	8.8
82	4.8	5.7	6.5	7.3	8.1	8.9
83	5.0	5.8	6.6	7.4	8.3	9.1
84	5.1	5.9	6.9	7.6	8.4	9.3
85	5.2	6.1	6.9	7.8	8.6	9.5
86	5.3	6.2	7.0	7.9	8.8	9.6
87	5.4	6.3	7.2	8.1	8.9	9.8
88	5.6	6.4	7.3	8.2	9.1	10.0
89	5.7	6.6	7.5	8.4	9.2	10.1
90	5.8	6.7	7.6	8.5	9.4	10.3
91	5.9	6.8	7.7	8.7	9.6	10.4
92	6.0	7.0	7.9	8.8	9.7	10.6
93	6.2	7.1	8.0	9.0	9.9	10.8
94	6.3	7.2	8.2	9.1	10.0	11.0
95	6.4	7.4	8.3	9.3	10.2	11.3

Should not overlook the fact that with low IQ the student cannot be expected to read up to his grade.

IQ	Age 12 Grade 7	Age 13 Grade 8	Age 14 Grade 9	Age 15 Grade 10	Age 16 Grade 11	Age 17 Grade 12
96	6.5	7.5	8.4	9.4	10.4	11.3
97	6.6	7.6	8.6	9.6	10.5	11.5
98	6.8	7.7	8.7	9.7	10.7	11.7*
99	6.9	7.9	8.9	9.9	10.9	11.8
100	7.0	8.0	9.0	10.0	11.0	12.0
101	7.1	8.1	9.1	10.2	11.2	12.2
102	7.3	8.3	9.3	10.3	11.3	12.3
103	7.4	8.4	9.4	10.4	11.5	12.5
104	7.5	8.5	9.6	10.6	11.6	12.7
105	7.6	8.7	9.7	10.8	11.8	12.8
106	7.6	8.8	9.8	10.9	12.0	13.0
107	7.8	8.9	10.0	11.0	12.1	13.2
108	8.0	9.0	10.1	11.2	12.3	13.4
109	8.1	9.2	10.3	11.4	12.4	13.5
110	8.2	9.3	10.4	11.5	12.6	13.7
111	8.3	9.4	10.5	11.7	12.8	13.9
112	8.4	9.6	10.7	11.8	12.9	14.0
113	8.6	9.7	10.8	12.0	13.1	14.2
114	8.7	9.8	11.0	12.1	13.2	14.4
115	8.8	10.0	11.1	12.2	13.4	14.6
116	8.9	10.2	11.2	12.4	13.6	14.7
117	9.0	10.2	11.4	12.6	13.7	15.0
118	9.2	10.3	11.6	12.7	13.9	15.1
119	9.3	10.5	11.7	12.8	14.0	15.2
120	9.4	10.6	11.8	13.0	14.2	15.4
125	10.0	11.2	12.5	13.8	15.0	16.2
130	10.6	11.9	13.2	14.5	15.8	17.1

* E.G. a 12th grade student with an IQ of 98 should be up to 11.7.

RESOURCES FOR TEACHERS OF READING

This is a list of suggested materials that can be used to extend the basic reading program. It is by no means meant to be an exhaustive list. Any materials that are not listed here but which have been found to be helpful should be mentioned to the reading consultant so that they may be shared with others.

READING READINESS

Crowell, Collier, and Macmillan
RHYMING PUZZLES, OBJECTS THAT RHYME, RHYMING CHART, BUILDING LETTERS, PUPPET PLAYMATES.

Doubleday and Company
ANIMAL BOX. Film loops, books, pictures for early childhood
PRIME-O-TEC. Listening-Reading Program (K-3)

Encyclopedia Britannica
LANGUAGE EXPERIENCES IN EARLY CHILDHOOD. Filmstrip Series

Eye-Gate House
READING READINESS. Filmstrips to teach language skills and develop interest in books (K-3)

Ginn Company
KIT A LANGUAGE: Building Pre-Reading Skills

Harper and Row
CREATIVE READING PROGRAM, Readiness Level 1
READINESS TREASURE CHEST

Houghton-Mifflin
LISTENING AND LEARNING. Records and masters to aid children who are immature or have limited backgrounds in language.
GET SET. Games for beginners in Reading
STORY BOARDS. Activities to stimulate development of oral reading.

Minnesota Mining and Manufacturing
Wollensak Tapes. SOUNDS AT HOME, SOUNDS WE SEE, WALKING SOUNDS (K-3)

Random House-Singer
Reading Readiness, SKILLSTARTERS (K-2)

Scott, Foresman
TALKING STORYBOOK BOX, TALKSTARTERS, SOUNDS I CAN HEAR, SENSE AND TELL, TALKING ALPHABET

Society for Visual Education
READING READINESS LIBRARY. Filmstrips, records, study prints (K-3)
WE LISTEN AND LEARN (K-2)

TEXTS AND AUDIO-VISUAL MATERIALS

WORD RECOGNITION SKILLS

A Division of Education unlimited Corporation
TAPES UNLIMITED. Set of 10, designed to develop and reinforce phonetic elements

Barnell-Loft, Ltd.
USING THE CONTEXT. Books A-F, Grs. 1-6 Working with Sounds. Books A-D, Grs. 1-4

Educational Developmental Laboratories WORD CLUES. (Programmed) Grs. 7-12
LOOKING AT WORDS. Grs. 1-3 LOOKING AT WORDS IN SENTENCES. Grs. 4-6

Eye-Gate House, Inc. FUNCTIONAL PHONICS. Set of 12 filmstrips, 6 cassettes, 30 activity books PERCEPTIVE READING PROGRAM. Set of 20 filmstrips, 10 cassets, 30 activity books, 12 introductory charts: word recognition skills

Harcourt, Brace and Jovanovich WORD ANALYSIS PRACTICE. Books A,B,C - Grs. 4-6

Houghton-Mifflin Company FILMSTRIP "What's the Word?" Workbooks for Basal Readers in the McKee Reading Series

International Learning IMPERIAL TAPES The St. Louis Program K- 9
Gateway to Good Reading, Set of 20 (Phonetic analysis)

Lyons and Carnahan Company
PHONICS WE USE. Books A-F, Grs. 1-6

McGraw-Hill
LEARNING ABOUT OUR LANGUAGE. Tapes: Sets 1 and 2, Grs. 1-4
TALKING TIME SERIES. Tapes: Sets 1 and 2

Macmillan Company
READING SPECTRUM OF SKILLS
WORD ANALYSIS, Six levels, Grs. 2-7

Charles E. Merrill
PHONICS SKILLTEXTS. Books A-D, Grs. 2-6

Minnesota, Mining, and Manufacturing (3M)
WOLLENSAK. WORD ATTACK SKILLS. Grs. 1-3

Prentice-Hall, Inc. Educational Book Division
BE A BETTER READER, Books 1, 2. Grs. 5-6

Science Research Associates, Inc.
WORD GAMES

Scott, Foresman Company
ROLLING PHONICS. Consonants and Vowels.

Society for Visual Education, Inc.
BASIC PRIMARY PHONICS. Groups, 1,2 and 3. (Afford practice in seeing, saying, hearing sounds.)

Webster Publishing Company
WEBSTER CLASSROOM READING CLINIC - Remedial; Intermediate grades
FILMSTRIPS, "Goals in Spelling" - Consonants, blends, digraphs, vowels syllabication. EYE AND EAR FUN. Books 1-4, Grs. 1-6
CONQUESTS IN READING, Grs. 4-6
DR. SPELLO. Grs. 4-6

COMPREHENSION SKILLS

Addison-Wesley
READING DEVELOPMENT KIT

Barnell-Loft, Ltd.
Skills Series, Books A-F, Grs. 1-6
GETTING THE FACTS, FOLLOWING DIRECTIONS, LOCATING THE ANSWER, GETTING THE MAIN IDEA, DRAWING CONCLUSIONS, USING CONTEXT.

Bobbs-Merrill Company
SKILLTESTS, Eight levels
READINESS - Gr. 6.

Educational Developmental Laboratories
CONTROLLED READER
FILMSTRIP SETS K-12
CONTROLLED READING STUDY GUIDE K-12
STUDY CARDS: 25 folders. Grs. 4-12
COMPREHENSION POWER PARAGRAPHS, Grs. 3, 4, 5.
READING EFFICIENCY CHECKS. Grs. 4-12

Educational Programs Corp.
READING LABORATORY, Grs. 1-8

Ed. Progress Corp.
AUDIO READING PROGRESS LAB (Grs. 2-8)

Eye-Gate House Inc.
ADVANCED READING SKILLS. Set of 10 filmstrips
(For readers with wide range of ability and achievement)
PRIMARY CONCEPTS. Set of 10 filmstrips. (Designed to teach comprehension skills)
READ AND TELL. Primary and intermediate filmstrips

FUNDAMENTALS OF READING. Set of 9 filmstrips

Field Educational Publications, Inc.
CHECKERED FLAG SERIES, (High interest, low level)

Field Enterprises
KALEIDOSCOPE SERIES - Individualized Program, (Grs. 2-9)

Follett Publishing Company
TURNER-LIVINGSTON READING SERIES Grs. 4-6

Gates-Peardon
GETTING THE MAIN IDEA. 4 levels
NOTING DETAILS. " "
PREDICTING OUTCOME. " "
FOLLOWING OF DIRECTIONS." "

Harper and Row
CREATIVE READING PROGRAM
HOFFMAN READERS

Holt-Rinehart
OWL BOOKS (1-3) T
TORCH BEARER LIBRARY (Grs. 1-6)

Houghton-Mifflin
ACTION SERIES. Grs. 7-9

Imperial International Learning
IMPERIAL READING TAPES. Grs. 1-8

J.B. Lippincott
READING FOR MEANING. Grs. 4-12

Macmillan Company
MACMILLAN READING SPECTRUM OF SKILLS. Grs. 3-8
DECODING FOR READING, Grs. 4 and up.
ADVANCED READING SKILLS 1, 2, 3 (Grs 7-9)

Charles E. Merrill Company
READING SKILLTEXTS. Primer - Gr. 6
Skilltapes. Grs. 3-6
BUILDING READING POWER (Programmed material on comprehension skills)
DIAGNOSTIC READING WORKBOOKS. Grs. 1-6
MODERN READING. Books 1 and 2; Skilltapes

Prentice-Hall, Inc., Educational Book Division
BE A BETTER READER. Book 1, Grs. 5-6; Book 3, Grs. 7-8
Book 2, Grs. 6-7
BE A BETTER READER. Foundation Books A,B,C (Grs. 4-6)

Random-Singer
READING PROGRAM. Levels 4-10

Mission: Read (High interest, low level) Carousel Book Program (Gr. 1-3)
Skillpacers Programmed Labs

Reader's Digest Services
HELP YOURSELF TO IMPROVE YOUR READING. Part 1-4; Levels 7-10
New Reading Skill Builders Kit (Grs. 1-8)

Scholastic Press
INDIVIDUALIZED READING (all levels)
SCHOLASTIC UNITS (all levels) Reluctant Reader Library (High interest, low level)

Science Reserach Associates
SRA Reading Laboratories - Ia, Ib, Ic - Grs. 1-4
SRA Reading Laboratories - IIa, IIb, IIc - Grs. 2-9
SRA Reading Laboratories - IIIa, IIIb, - Grs. 7 - 10
SRA Reading Laboratories - IVa - Grs. 9-12
PILOT LABORATORIES
READING FOR UNDERSTANDING. Junior Edition, Grs. 3-9
READING FOR UNDERSTANDING. Senior Edition, Grs. 8-12
SRA BETTER READING. Book I, Grs. 5-6
SRA COMPREHENSIVE READING SERIES. Grs. 2 - 6
KALEIDOSCOPE OF SKILLS. Grs. 5 - 7
AMERICAN ALBUM. Grs. 4 - 6.

Webster Publishing Company
NEW PRACTICE READERS. Books A-G Grs. 2 - 8
SULLIVAN PROGRAMMED READING. Grs. 1-6

STUDY SKILLS

Coronet Learning Programs
YOUR STUDY SKILLS. Grade 7

California Test Bureau
REFERENCE SKILLS. Books A-E Grs. 3 - 6

Educational Developmental Laboratories
STUDY SKILLS LABORATORIES. Boxes C-I, Grades 3-9
Reference Skills, Science Skills, Social Studies Skills.
LISTEN AND THINK PROGRAM TAPES. Sets: LT-C, LT-D, LT-E, LT-F
Workbooks for LISTEN AND THINK
LISTEN AND READ. G,H,I. Grades 7-9
LISTEN AND READ. J,K,L. Grades 9-12 (Literature Skills)

Houghton-Mifflin Company
WORKBOOKS to accompany basal reader series
READING STUDY SKILLS. Grades 4-6
READING SKILLS LABORATORY. Individualized Program, Grades 4-8

McGraw-Hill
IMPROVE YOUR VOCABULARY. Filmstrips: stress important study and learning skills WORD STUDY SERIES. Set of 6 filmstrips: word building, origin of words

Prentice-Hall, Inc.
BE A BETTER READER. Books 1-3, Grades 5-7.

Science Research Associates, Inc.
ORGANIZING AND REPORTING SKILLS KIT. Grs. 4-6
GRAPH AND PICTURE STUDY SKILLS KIT. Grs. 4-6
MAP AND GLOBE SKILLS KIT. Grs. 4-6
LEARN HOW TO STUDY. Grs. 4-7

Society for Visual Education, Inc.
YOUR DICTIONARY AND HOW TO USE IT. Set of 6 filmstrips; Primary and Intermetidate. LISTENING AND READING SKILLS

VOCABULARY DEVELOPMENT

Education Reading Service (Audio-Visual Division)
BETTER STUDY HABITS: IMPROVE YOUR VOCABULARY. Grades 1-4

Eye-Gate House, Inc.
FUNDAMENTALS OF VOCABULARY BUILDING. Set of 9 filmstrips, Jr. High
(Helps to increase sight and reading vocabulary)

Garrard Publishing Company
MY PUZZLE BOOKS. I - II, Grs. 1-3

Hammond and Company
WORDS ARE IMPORTANT. A Graded Program, Grade 7 - College

Macmillan Company
MACMILLAN SPECTRUM OF READING SKILLS
VOCABULARY. Six different books, Grades 3-7

Prentice-Hall, Inc. Educational Book Division
BE A BETTER READER. Books A, B, C - Grades 4-6

Reader's Digest Services
GROW IN WORD POWER. Junior High - College

Science Research Associates, Inc.
SRA Reading Laboratories

Scott, Foresman and Company
ROLLING READERS, First, Second and Third

Society for Visual Education, Inc.
WORDS: THEIR ORIGIN, USE AND SPELLING. Junior High
UNDERSTANDING YOUR LANGUAGE: WORD BUILDING. Int., Jr. High., Sr. High

TO IMPROVE VISUAL PERCEPTION AND AUDITORY DISCRIMINATION

Educational Development Laboratories
- Tach-X Tachistoscope
- Training Filmstrips. (Readiness-Adult)
- Flash X - Discs for Flash X. (Grs. Readiness-Adult)

Eye-Gate House, Inc.
- INTERMEDIATE, THINK, LISTEN AND SAY. Set of 9 filmstrips; 5 cassette (beneficial for culturally disadvantaged and slow learners)

Learning Through Seeing
- TACHISTO-FILMSTRIPS - Remedial kits for perceptual training

Science Research Assoicates, Inc.
- READING: LISTENING SKILLS PROGRAM. Grades 1-6 (recorded stories and listening activities designed to develop listening skills.)

TO INCREASE READING RATE

Bureau of Publications, Columbia University
- McCall-Crabbs, STANDARD TEST LESSONS IN READING, Books A-E; Grs. 2-9

Educational Developmental Laboratories
- CONTROLLED READER
- TRAINING FILMS

Garrard Publishing Company
- DOLCH'S BASIC SIGHT VOCABULARY
- DOLCH SIGHT PHRASE CARDS

Holt, Rinehart and Winston, Inc.
- SHUTTER CARDS

Science Research Associates
- Reading Accelerator, Model III
- SRA Reading Laboratories, Rate Builders, Grades 2-12

The National Institute for Better Reading
- READING PACER KIT

SPECIAL PROGRAMS-URBAN ORIENTATION

Cambridge Book Company, Inc.
- ENCOUNTERS: REALITY IN READING AND LANGUAGE SERIES

The Macmillan Company
- THE BANK STREET READERS

SRA

Distar Reading I and II An Instructional System (Slower - K - 3)

These auxiliary materials can be used to supplement the core components of the basal and co-basal reading series:

THE READ SYSTEM - American Book Company

Pattern Resources: Phonics Kits, A,B,C-Primary
Read Story and Skill Charts
Card Kit: Alphabet and picture cards
Read Roundup Kits A, B, C: reinforce skills: Intermediate
Independent reading activities:-Spirit Masters; Grades 1 to 6

READING 360 - Ginn and Company

My Picture Dictionary: Grades 1 and 2
My Second Dictionary: Grades 2 and 3
McCullough Word-Analysis Tests: Grades 4 and 5
Horrocks-Norwick Word-Study Charts
Sounds We Use: Filmstrips for primary grades
Alphabet Wall Charts
Basic Word-Study Skills: Intermediate grades
Kit A Language: Building pre-reading skills
Learning About Sounds and Letters: Complete Kit with alphabet, word cards, display board, duplicating masters, record album.
Self-help Activities: Levels 1 to 13
The Circle Books - Levels 1-13 (Independent Reading)

SCOTT FORESMAN READING SYSTEMS - Scott, Foresman Company

Special Practice Kit: multi-sensory learning aids
Overhead Visuals: review of skills
Alphabet and Picture Cards: concept, vocabulary building
Linguistic Block Series: alphabet, letters and words
ABC and Word Puzzles: kinesthetic reinforcement
Match and Check: visual discrimination
The Talking Alphabet: multi-sensory aid
Talking Storybook Boxes: sotrybooks with recordings
Bright Horizons: collection of children's literature books; advanced primary
Invitations to Personal Reading: classroom primary library sets

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PRIMARY LEVEL --
A TIME for

- awakening to and awareness of
  ALL FACETS OF COMMUNICATION ARTS
- spontaneity and creativity
- play-acting, dramatizing

---MUCH ORAL COMMUNICATION

- basic skill development

* * * * * *

POINTS OF EMPHASIS FOR THE TEACHER
are more detailed
than at other levels

WHY?

- to motivate you, the teacher,
  to explore

THE CHILD'S WORLD

for the most meaningful
LANGUAGE EXPERIENCES

- to avoid premature exposure of
  the child to
  - English textbook and English workbook
  - grammatical terminology

I. LISTENING

The student should

- enjoy stories, poetry, etc. read by teacher
- identify and distinguish familiar types of sounds
- enjoy rhyme and rhythm
- show awareness of need of listening to others
- follow directions

- answer specific questions
- discriminate various types of less familiar sounds
- become aware of new words
- accept differing speech patterns within the classroom
- become aware of sentence sense in speech
- recognize word order in sentences

II. VIEWING (multi-sensation)

The student should

- become aware and sensitive to sense components: color, shape, texture, size, line, and sound
- respond to moods suggested by sense components

- differentiate between light and dark, large and small, smooth and rough, curved and straight, loud and soft, high and low, etc.

- enjoy impact of sense elements

- identify with attitudes portrayed in viewing

III. READING

A. Word Recognition

The student should

- have auditory perception of rhyming words

- know the alphabet

- know sound-symbol relationship

- apply phonetic generalizations in word attack

- use picture context clues

- apply structural analysis

- use dictionary skills

B. Reading for Meaning

The student should

- have an enriched vocabulary

- possess sentence sense and knowledge of paragraph meaning

- skim to find main ideas, details, topics

- note cause-effect, time-place relationships, and sequences

- answer thought questions

- grasp implications and inferences

- predict outcomes and make generalizations

- relate reading to life situations

- have the idea of classification

III. READING, cont.

C. Reading-study Skills

The student should

- be acquainted with locational skills
- read to follow directions
- summarize and evaluate through skimming and oral discussion
- adjust rate and type of reading to content

D. Reading for Enjoyment and Appreciation

The student should

- enjoy prose and poetry
- appreciate humor and sensory images
- distinguish between fiction and non-fiction
- enjoy dramatization and playlet forms
- recognize descriptive words and figurative language
- read orally with fluency and clear enunciation to convey meaning in audience situations

IV. SPEAKING AND WRITING

A. Language Structure

The student should

- recognize written sentences
- eliminate a few gross errors in speech
- distinguish between statements and questions
- eliminate some common errors in proper usage

B. Mechanics

The student should

- recognize use of capital letter for the first word of a sentence
- recognize use of a period at end of sentence
- be able to use the capital letter and period in copying model
- use capital letter for names of persons, school, city
- use capital letter for months of year, days of week, names of streets
- use question mark at end of sentence
- use comma after day of month

C. Composing (oral, written, non-verbal)

The student should

- enjoy informal spontaneous communication with teacher and group
- compose simple stories from personal experience

D. Spelling and Handwriting

The student should

- write own name from copy
- recognize letters in and out of sequence
- write own name from model
- spell simple words from basic word lists containing phonetic elements learned previously

LISTENING - PRIMARY LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Enjoy stories, poetry etc., read by teacher K	At this level, the teacher should read many nursery rhymes and familiar stories just for enjoyment. As the pupils become familiar with poems and stories, they should be able to supply the refrains in poems and repetitious parts of stories.
1 INTEGRATE WITH READING INTEGRATE WITH SPEAKING	Listening for enjoyment and appreciation is continued at the first grade level. Pupils should be able to observe variations in different versions of the same story. Listening to poems and stories to identify mood and purpose, to hear the sounds that words make, and to become aware that words can make pictures is also introduced at this level. Pupils learn to express themselves through listening by dramatizing and/or illustrating stories, poems, etc.
2	Purposes for listening in K-1 are expanded and extended in grade 2. Pupils can be stimulated to express themselves through a simple group composition of what a poem or story means to them. They also can be taught to extend a story or change the ending.
3	An extension of K-2 would be to stimulate pupils to write original poems, jingles and stories after listening to some read by the teacher. Pupils should be taught to listen for main ideas in stories and to interpret story characters.
Identify and distinguish several types of sounds K	At this level identification of sounds can best be accomplished by playing records containing simple sounds such as dogs barking, train whistles, etc., or the teacher can make familiar sounds such as knocking or ringing a bell.

LISTENING - PRIMARY LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
K	Pupils should be able to distinguish types of sounds such as loud, soft, pleasant, unpleasant.
1	In addition to identification of familiar sounds taught in K, first grade pupils should learn to identify sounds in a given location such as sounds heard in a house, on the street, etc. Pupils can develop a simple vocabulary to describe sounds. Pupils learn to identify consonant sounds and distinguish likenesses and differences in words according to phonetic elements.
2	Pupils on the second grade level learn to extend their vocabulary of words that describe sounds and to classify them such as animal sounds, human sounds, etc. An awareness of one's environment through sound may also be introduced at this level.
3	Expansion and extension of K-2
Enjoy rhyme and rhythm	
K	At the K level, the teacher should read many poems and nursery rhymes for enjoyment. Pupils may join in on the refrain. Pupils may begin to identify words that sound alike.
1	Pupils learn to identify rhyming words through listening to poems and jingles. They should be able to supply the last word in simple rhymes. Pupils should be able to identify the two rhyming words in a group of three words as they are pronounced.
2-3	Expansion and extension of K-1
Show awareness of need of listening to others	
K	Pupils should be lead to the realization that listening

LISTENING - PRIMARY LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
K	is a necessary part of life. There are many reasons for listening such as enjoyment, to learn how to do or make something, to find something, etc. There is a time for listening to others, to find out what they want to tell us. Teacher and pupils together can establish purposes for listening. Habits of listening without interrupting should be developed.
1	Purposes for listening to others can be expanded to the need of listening in order to take or give messages correctly to others. Standards for listening to others should also be developed at this level.
2-3	Expansion and extension of K-1
To follow directions K	Following directions at this level is confined to simple directions such as walking, clapping, turning, etc., or directions for simple games.
1	An appreciation of the need for attentive listening is developed by establishing purposes for listening to directions such as learning to play games, for safety measures, for class activities, street directions, learning how to do or make things.
2-3	Expansion and extension of K-1
Answer specific questions K	Children can learn to interpret pictures by answering simple <u>who</u>, <u>what</u>, or <u>where</u> questions about the picture.
1	Interpreting of pictures can be expanded to include answering <u>how</u> or <u>why</u> questions about pictures.
INTEGRATE WITH READING	Pupils can listen to a story or poem for a specific purpose such as to find out <u>why</u> something happened or <u>who</u> did something.

LISTENING - PRIMARY LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
1	Teacher should develop how to recall specific events of a poem or events of a story. Pupils should be taught to listen for specific phonetic elements in words such as beginning consonants.
2	In addition to expanding and extending K-1, pupils should develop skill in attentive listening to verbal clues in order to supply answers to questions and to solve riddles.
3	The third grade level can be expanded to listening for specific information.
Become aware of new words	
K	Pupils can learn to increase vocabulary through hearing unfamiliar words used in stories, poems and discussion.
1	Pupils can be given simple definitions of unfamiliar words. Vocabulary is also increased through application of phonetic elements such as adding endings to words.
2	In the second grade, pupils increase vocabulary by listening for words which may appeal to the senses or describe a certain object. Pupils may also listen to clues about words and identify the word.
3	Pupils at this level will learn from listening that there are many words that can be used to say the same thing (synonyms) and words which mean the opposite of one another.
Accept differing speech patterns	
K	At this level the teacher may explain, if necessary, that people do not all speak the same way. This should be done in a very simple, matter-of-fact way.
1	Pupils will become more aware of differing speech patterns and may also be made aware that people from different places pronounce words differently. It may also be explained very simply that some children have difficulty in speaking and may need special help.

LISTENING - PRIMARY LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
2	Extension and expansion of K-1
3	Pupils can be made aware that people from other places may use words and expressions that are different from the way we are accustomed to speak.
Become aware of sentence sense in speech	
K	Children may be exposed to sentence sense through hearing the teacher speak in sentences. This is not stressed, however, at this level.
1	Teacher helps pupils to become conscious of sentence sense by guiding them to form sentences from phrases spoken by the children.
	Pupils can learn to complete partial sentences.
2	Expansion and extension of K-1
3	Pupils should be able to distinguish sentences from phrases, and questions from statements.
Recognize word order in sentences	
K	This is not developed at this level.
1	After the pupils have had many experiences in listening to sentences, they may be given sentences with word order scrambled, such as <u>cat</u> <u>the</u> <u>ran</u>. Pupils should be able to put the sentence in proper word order.
2-3	Expansion and extension of Grade 1.

VIEWING - PRIMARY LEVEL

STUDENT OBJECTIVES (cf, Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Become aware and sensitive to color, shape, texture, size, line and sound K, 1, 2, 3	Viewing is one of the most valuable media for the primary child. Much of it is related to his personal experience. The senses of the primary child are among his main learning tools. Through viewing, the pupil can experience both actually and vicariously other sensory activities and relate them to his personal experiences.
Differentiate between light and dark, large and small, smooth and rough, curved and straight, loud and soft, high and low	Much experience in touching and handling should be given to help the child distinguish types of texture, shapes, and sizes.
Respond to moods suggested by sense components	The child should become aware that colors suggest moods and should be given opportunities to use colors to portray moods.
Enjoy impact of sense components Identify with attitudes portrayed in the viewing	The child should be given many opportunities to talk about the experiences he has enjoyed through viewing.

SPEAKING AND WRITING - PRIMARY LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Language Structure	
Recognize written sentences	
K	This is not developed at K level.
1	After pupils have had considerable practice in recognition of short vowel words, short sentences are introduced. Attention is called to the first word beginning with a capital letter and the sentence ending with a period. This is maintained through practice.
2	Pupils should be able to distinguish the written sentence from phrases.
3	Maintained in grade 3
Eliminate a few gross errors in speech	
K	Many children at this level still have a tendency to talk "baby talk." The teacher gently helps them gain facility in the proper way to speak. This must be done constantly and patiently without making the child too conscious of his speech.
1	Maintained in grade 1
2-3	This problem should have been eliminated by Grade 2.
Distinguish between statements and questions	
K	This is not developed at K level.
1	Sentences developed in grade 1 are all statements in the beginning until pupils have an understanding of sentence sense. They then learn that some sentences may ask something. This is called a question. After much practice in recognizing questions, the pupils should be able to identify questions or statements read by the teacher. Practice should also be given in reading sentences or questions and identifying them.

SPEAKING AND WRITING - PRIMARY LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
	Pupils should be asked to give sentences or questions.
2-3	Maintained in grade 2 and 3
Eliminate some common errors in proper usage	
K	This is done on a very simple level by gently making children aware of proper form. There is no formal instruction in usage at this level.
1	On the first grade level, this is done mostly by simple reminder by the teacher as a child speaks.
2	Simple language exercises (ORAL) are included such as choosing the proper form to complete a sentence.
3	Expansion and extension of grade 2
Mechanics	
Recognize the use of a capital letter for the first word of a sentence	
K	This is not developed at this level. Pupils, however, do learn the difference between capital and small letters.
1	After pupils have some knowledge of sentences the use of a capital letter for the first word in a sentence is developed. Pupils should be able to recognize sentences in which the first word does not contain a capital letter and be able to correct them. Pupils should be given practice in supplying the first word of a sentence and in writing sentences (copying).
2-3	Pupils should be able to recognize the first word in sentences of short paragraphs and supply the capital letter.

SPEAKING AND WRITING - PRIMARY LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Mechanics, cont.	
Recognize the use of a period at the end of a sentence	
K	This is not developed at K level.
1	The teacher should make the children aware that a period is used to show that a sentence is finished. Pupils should be able to supply the period at the end of a sentence. Practice in writing sentences should be given to the pupils.
2	Maintained in grade 2
3	On the third grade level, pupils can be given groups of sentences or paragraphs. They should be able to identify sentences and supply the capital letters and periods.
Be able to use the capital letter and period in copying model	
K	This is not developed at K level.
1	This is developed on the first grade level and much practice is given.
2-3	Continued practice in copying sentences should be maintained. This could be extended to copying paragraphs or simple little stories.
Use a capital letter for names of persons, school, city	
K	This is not developed at K level.
1	In the first grade, pupils first learn to capitalize their own name. This is extended to capitalization of all names because they are important words. Names of schools are important words, so, they too begin with a capital letter.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Mechanics, cont.	
	Pupils should be given practice in copying names and names of schools within sentences.
	Pupils should be able to give reasons for a word being capitalized such as, "Why does the word Dick begin with a capital letter?"
2	Capitalization of cities is included at the second grade level.
3	Maintained in grade three
Use a capital letter for months of the year, days of the week, names of streets	
K	This is not developed at K level.
1	Developed at the first grade level as important words
	Much practice in copying these words and sentences containing these words is given.
	Practice is given in identifying capitalized words in sentences and stories.
2	Maintained in grade 2
	Pupils should be given sentences or short paragraphs in which they must identify and capitalize words.
3	Maintained in grade 3
Use a question mark at the end of a sentence	
K	This is not developed at this level.
1	After pupils are quite familiar with using a period at the end of a sentence, the question mark is introduced. It should be explained to the children that when writing sentences a different type of mark is used to show that the

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Mechanics, cont.	sentence is a question.
	Pupils should be given practice in copying questions from a model.
	After pupils have been given much practice in copying questions, they could be given sentences to copy in which they must supply the proper punctuation mark.
2	Pupils should be given a group of sentences to punctuate correctly.
3	Pupils at this level should be given paragraphs to punctuate.
Use a comma after the day of the month	
K	This is not developed at the K level.
1	Pupils are exposed to commas in reading and writing at this level but their use is not developed.
2	The use of the comma is developed in grade 2. The pupil learns to separate the day of the month from the year with a comma. This is maintained through much practice in writing dates and supplying commas in dates which do not contain them.
3	Maintained in grade 3.
Composing (Written, oral, non-verbal)	N.B. THE TWO STUDENT OBJECTIVES INCLUDED IN THE SCOPE AND SEQUENCE FOR COMPOSING K-3 ARE BROKEN DOWN INTO MORE SPECIFIC OBJECTIVES IN THIS SECTION.
Enjoy informal, spontaneous conversation with teacher and group	
K	Much of this is done at the K level. Children at this age are very spontaneous and enjoy expressing themselves. The teacher should encourage all the children to participate since some may be timid at first. The child should be made to feel that his contribution to the group is worthwhile. He should be made to feel that he is an important member of the group and that his contributions are valuable.

SPEAKING AND WRITING - PRIMARY LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
	Topics for conversation could be personal experiences, TV programs, pets, etc.
1	The first grade pupil should develop a growing appreciation of the need to express himself so that others will understand him. The child should become aware of proper usage through hearing the teacher. Hopefully, he will become more conscious of the importance of proper usage.
2	Maintained in grade 2
3	Pupils should become aware of the difference between conversation and discussion. Conversation is <u>talking</u> of an exploratory type without intent to solve or seek solutions to problems. By the third grade, pupils should have developed an ease in conversing with others. They should also realize that conversation is a two-way process. We listen to others as well as contribute to the conversation.
Participate in dramatic play	
K	This is done at the <u>K</u> level through spontaneous acting out of nursery rhymes and familiar stories.
1	On the first grade level, pupils are still very spontaneous. The teacher should be careful not to inhibit spontaneity by imposing directions or setting standards for performance. She can help, however, to initiate creativity through questioning such as "How do you think Goldilocks looked when she woke up and found the three bears looking at her?" The teacher should allow the pupils to suggest props, scenery, etc. for dramatic play. In dramatizing familiar stories, pupils should not memorize speaking parts but should speak spontaneously.
INTEGRATE WITH READING	
2	Maintained in grade 2. Role playing may also be used at this level to help develop skill in conversation.
3	Maintained in grade 3.
Recite jingles, poems, etc.	
K	Pupils should have heard many poems and jingles before they

STUDENT OBJECTIVES (cf. Scope and Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
	are expected to recite them. They should have had the enjoyment of responding to the rhythm through clapping, etc. Instead of teaching pupils to memorize poems and jingles, the teacher should encourage pupils to join in on refrains, etc., as they become familiar with them. This should be an enjoyable experience for the K child.
1	Most recitation of poems and jingles on the first grade level consists of unison recitation. However, small group or individual response may be used for simple refrains. Alternating groups may also be an enjoyable experience. One group may say the first two lines, another the second two and everyone joins in on the refrain.
2	More individual or small group response is used at this level. Individual response may be used to give attention to particular parts of a poem such as a meaningful line or a recurring phrase. Conversational parts of poems may also be selected for group response.
3	Maintained in grade 3
Become aware of the need for courtesy in conversing with others	
K	Through spontaneous conversation, the pupils should be lead to the realization that we learn about many things through listening and speaking with others. We help others learn by our contributions to conversations. We can share what we have learned with many people. We learn to make friends by conversing with others. Therefore, it is important for us to listen to others and to let others have a turn to speak.
1	In addition to listening to others and sharing turns with others, the first grader should also learn to respect the ideas of others. He must, however, feel that his own ideas are respected before he can respect those of another. The teacher must first set the example by showing that she accepts what is being said.
2	The teacher guides pupils to set up a few simple standards

SPEAKING AND WRITING - PRIMARY LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
	for conversation, for example: a) listening courteously to others b) giving everyone a turn c) speaking so all can hear
3	Maintain in grade 3
Participate in class planning for day's activities	
K	The teacher may ask the pupils what games they would like to play, songs they would like to sing, etc.
1	Pupils may participate more fully in class planning with teacher guidance. The teacher should have a definite plan in mind though she should be flexible enough that pupil suggestions are not stifled. This may be done in practice activities, especially. The teacher might tell the pupils the object of the lesson and they might plan activities to accomplish the purpose of the lesson.
2	On the second grade level, the teacher and pupils may talk over lessons and together decide what the class may need to give special attention to in a specific area. Here, again, the teacher has in mind what would be beneficial for the pupils to do. Perhaps they are weak in listening skills. Together, teacher and pupils would plan activities to help improve listening skills. An evaluation should be done with the pupils at the end of the lesson.
3	Less teacher guidance should be given at this level but the teacher should always have her own objectives in mind. The children should never be completely on their own to plan the activities. They may need to be reminded of what is to accomplished.
Interpret pictures to the class	
K	Pupils will be able to interpret pictures through specific questioning by the teacher, i.e., "Who do you see? What is the kitten doing?"
1	An expansion of the K level would be to ask the pupils questions such as "How do you think.... Why? What do you think might happen?"

SPEAKING AND WRITING - PRIMARY LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing, cont. INTEGRATE WITH VIEWING	Pupils should compose simple class stories about a picture. Pupils may recall personal experiences through pictures. Pupils should tell stories about a picture. Given a series of related pictures, pupils should be able to put them in proper sequence. Vocabulary may be increased by describing objects in a picture, for example, The little girl looks - happy, joyful, pretty, etc.
2	Maintained in grade 2
3	Pupils should be able to compose their own stories about pictures.
Share in telling a group story	
K	K children will be able to do this with very familiar stories. They may take turns in telling what happened next in a story.
1	The teacher may read an unfamiliar story to the pupils, and they can retell it with each child telling a part. Pupils can tell stories through a series of pictures. Each child finds the picture that would follow the sequence of the story. Pupils share in telling a group story about a picture. They will need guidance through teacher questioning.
2	Teacher may begin a story about a picture and pupils may add to the story. This will require teacher guidance through questioning.
3	On the third grade level the teacher may begin a story without pictures and pupils may continue the story. Less teacher guidance is required at this level.
Retell parts of a story	
K	Pupils must be very familiar with the stories before they will be able to do this.
1	After listening skills have been developed, pupils should

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing, cont. INTEGRATE WITH LISTENING 2-3	be able to retell parts of unfamiliar stories after hearing them for the first time. Emphasis should be made on sequence of events. Maintained in grades 2 and 3
Take part in choral reading K 1 2 3 INTEGRATE WITH READING	This is not developed at the K level. This may be done with very simple, short poems toward the end of the first grade. Expanded to longer, more difficult poems at this level, group may be divided to alternate parts. Teacher and pupils may work out their own arrangements for choral speaking. Changing tonal expression should be emphasized. Pupils should be made aware of the necessity of keeping together when speaking and also of speaking clearly.
Report on observation K INTEGRATE WITH VIEWING 1 2 3	On the K level, this would be limited to what pupils saw at the zoo, fire station, or some other field trip they may have taken; movie, or film strip they have seen, etc. First graders should become more aware of simple details to observe. The teacher should give the pupils specific details to observe and then have them report on these specific things. Oral and written group composition may be composed on observations. Pupils should be able to give simple oral reports individually on group observations. Others should be able to add details to the report if necessary. In addition to oral reports, pupils should be able to write simple reports on observations, i.e., On our spring walk... Pupils should be given simple individual assignments to

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing, cont.	report on either orally or in writing. Pupils should also be encouraged to incorporate some of their own opinions on the observations, i.e., "I think the reason for this might be..."
Give directions	
K	Pupils may be able to do this very simply by playing little games in which a pupil would give directions such as "Simon says."
1	Pupils may give directions for playing simple games (tell how to play the game). They may also give directions for simple activities that they are very familiar with. The teacher may ask, "What do you think we are supposed to do on this paper or with these words listed on the board?"
2 INTEGRATE WITH LISTENING	Sequence in giving directions should be developed in grade 2. Pupils can give locational directions to tell how to get to the cloakroom, pencil sharpener, etc. Vocabulary may be developed here also--turn left, turn right, go forward, etc. Pupils may give directions that tell how to do or make something. Pupils should evaluate and discuss directions given to determine whether they were accurate or how they might be improved. Pupils should be able to sequence a list of directions to be given for a specific thing.
3	Maintained in grade 3
Tell short composition to class (report, incident)	
K	This is not developed at the K level.
1	Pupils should be able to give two or three sentences about a given topic. This may consist of a picture, a field trip taken, an object shown to the class, etc. The teacher and pupils will previously discuss the topic before the pupil is expected to give a composition to the class.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing, cont.	Pupils could be given a simple assignment to be ready the next day to tell something they saw on the way to school or show and tell about something.
2	Maintained in grade 2
3	Less teacher guidance is required at this level. Pupils may be assigned topics to tell about, but not before much class talk. Ordinarily they should be able to give four or five sentences on the topic. Their oral compositions should include more details. Simple guidelines should be set up in giving compositions and they should be evaluated by the class after compositions are given. Guidelines could include: a) keeping to the subject b) speaking so all can hear c) telling about interesting things
Contribute to cooperative class composition	
K	This is not developed at the K level.
1	There are many possibilities for class composition in first grade. The teacher guides the pupils through questioning and they in turn will contribute sentences for simple compositions. Subjects for compositions are many: pictures, pets, toys, families, etc., may be used. Pupils are easily motivated if the teacher is enthusiastic and conveys this to the pupils. The teacher should copy the composition on a chart and put it on display.
2	In addition to group composition developed in grade 1, the teacher lists the sentences on the board as they are given. The pupils are then guided to sequence them in proper order and perhaps reword them for better sentence sense. Compositions should be displayed. If they are short, pupils may copy them and if feasible, illustrate them.
3	Maintained in grade 3.
Dictate thoughts to teacher	
K	This is not developed at the K level.
1	Pupils should be guided to formulate in their own mind what they want to say before expressing themselves orally.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing, cont.	Pupils should not be expected to dictate more than one or two short sentences. Teacher (or teacher's aide) can write sentences for pupil.
2	After pupils have heard the sentences dictated to the teacher, they should be guided to evaluate sentences regarding sentence sense.
3	Maintained in grade 3. This may be extended to four or five sentences.
Copy sentences from student-dictated model	
K	This is not developed at the K level.
1	After students have dictated sentences to the teacher and she has written them on the board or on a transparency, pupils should be able to copy them correctly. Again, this should be done with only one or two sentences and only after pupils are familiar with mechanics of handwriting.
2-3	Maintained in grades 2-3
Dictate short composition	
K	This is not developed at the K level.
1	This is done on a very informal basis at this level. Pupils may tell a few things about a personal experience while the teacher records it. Messages such as invitations, thank-you notes or get-well cards may be dictated.
2	Maintained in grade 2.
3	This may be extended to a short letter or report.
Compose and write ending for short composition presented on transparency or chalkboard after a few possible endings have been talked about	
K	This is not developed at the K level.
1	This should be done as a group composition in grade one.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing, cont.	
2	In the second grade, pupils should be able to write original endings. They would copy the composition and then complete the ending.
3	Maintained in grade 3.
Dictate a short original poem or story to the teacher	
K	This is not developed at the K level.
1	The first grader should be able to dictate a very short original story to the teacher. This should be stimulated by the teacher through pictures or other media.
INTEGRATE WITH VIEWING AND LISTENING	Original poems would be too difficult on this level. However, much experience in hearing and reciting poetry will be helpful in providing the background for composing later.
2	Composing an original class poem may be done in grade 2. A great deal of teacher guidance is required.
3	Third graders should be able to dictate their own original stories and poems with less teacher guidance.
Write original composition (teacher-pupil planning)	
K	This is not developed at the K level.
1	The teacher must always set the stage for the writing experience. This may be done by talking about personal experiences, introducing a picture and asking questions about it, discussing a TV program, etc. Pupils should be encouraged to talk much about the experience before writing about it.
2	Maintained in grade 2. Continued emphasis on talk before writing.
3	Less teacher guidance should be needed, though some is always required. Continue emphasis on talk before writing.
Proofread with teacher guidance and write a second copy	
K	This is not developed at the K level.
1	Although emphasis should always be on the idea expressed, the first grader should begin to feel responsible for his work. The process of proofreading should always be motivated by "publication" of work. This could be in a form of

STUDENT OBJECTIVES (cf. Scope and Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing, cont.	a chart, booklet for the library, etc.
	The first grader can begin to learn to proofread his work through direct questioning by the teacher. Simple questions could include: "Did you begin the first word of every sentence with a capital letter?" Pupils should be able to make these simple corrections. The teacher may have to go over compositions with individuals until they become more accustomed to making corrections.
2	In addition to proofreading for mechanics, pupils should learn to evaluate what they have written. The teacher should provide questions to guide pupils in evaluating, i.e., "Can you think of a better way to write what you are trying to say?" "Can you think of another word to use instead of...?"
3	Proofreading and evaluation should be done with less teacher guidance.
Write short composition independently (story, poem, etc.)	
K	This is not developed at the K level.
1	Pupils should be able to write short compositions but the teacher must provide motivation as in other composing.
2	Less teacher guidance will be required, but motivation and pre-writing experiences (talking, viewing, listening) should be provided.
	Writing of poetry will require much teacher encouragement and guidance. Emphasis should be on class writing of poems.
3	The third grader should be able to write independently. Most of the time, he should be allowed to choose ideas from his own experience after suggestions have been talked about.
	Writing of simplest forms of poetry may be done.
Enter into planning discussions with class	
K	This is not developed at the K level
1	Teacher and pupils may plan simple discussions centered around stories, films, film strips, etc. Before media is presented, the teacher may give a short introduction such as "Today we are going to see a filmstrip about the sun. What are some things you would like to know about the sun?"

INTEGRATE WITH VIEWING, READING AND LISTENING

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing, cont.	Possible responses might be: "What is it made of? How does it get up in the sky?" etc. The teacher may list these questions on the board and then, following the viewing, use them as basis for discussion.
2	An extension of planning discussion on the second grade level could be to give a simple assignment to find answers to questions proposed for discussion.
3	Maintained in grade 3
Participate more fully in class or group discussion	
K	Pupils are encouraged to talk freely and spontaneously in informal discussion.
1	When pupils have the feeling that the contributions they make are respected and worthwhile, they will be willing to participate in discussion. The teacher plays an important role in bringing about these feelings through her encouragement.
2	In the second grade simple standards for discussion are developed. One of these could be that EVERYONE take a turn. The teacher can also draw pupils into a discussion by a question such as "Mary, what do you think about this?" or "Did anything like this ever happen to you, John?"
3	Maintained in grade 3
Spelling and Handwriting	
Write name from copy	
K	Pupils should be able to copy the letters in their own name from their own copy.
1	Maintained in grade 1 until pupils have sufficient knowledge of the alphabet.
Recognize letters in and out of sequence	
K	This is developed at the K level. Many pupils, however, will not have mastered this by the first grade.
1	Maintained in grade 1. Practice in writing letters is necessary.
2	Pupils should have sufficient knowledge of the alphabet

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Spelling and Handwriting, cont.	by this time. Cursive writing is developed at this level. Much practice will be needed.
3	Maintained in grade 3
Write own name from model	
K	This is not developed at the K level.
1	Pupils should use a model to copy their name after manuscripting of all letters has been developed. After pupils have had sufficient practice in writing their name on seatwork paper, etc., the use of a model should not be necessary.
2	After cursive writing of the alphabet has been developed, the pupil should again use a model for his name until he has had sufficient practice in writing it.
3	A model should not be necessary in grade 3.
Spell simple words containing phonetic elements already learned	
K	This is not developed at the K level.
1	After a few short vowels have been developed, pupils should begin to spell simple short vowel words applying knowledge of consonant and vowel sounds. The process of spelling simple words continues as phonetic elements are developed. Pupils should be able to recognize words in short sentences as they are spelled. Pupils should be able to write words as they are dictated, spelling them correctly.
2	Pupils should be able to recognize errors in the spelling of simple words and correct them.
3	Third grade pupils are expected to be more accurate in spelling words that have been developed and practiced.

T E A C H E R R E S O U R C E S

BASIC TEXTS APPROVED BY THE DIOCESE in 1967

Conlin, David, et al., Our Language Today, American Book Company, 1971, 1966.

Reid, Hale, C., et al., Ginn Elementary English, Ginn and Company, 1970, 1965.

Roberts, Paul, The Roberts English Series, Harcourt-Brace and World, 1970, 1966.

APPROVED SPELLER

McHale, R.E., et al., Spelling, Laidlaw Brothers, 1970, 1967.

SUPPLEMENTARY TEXTS

Crosby, Muriel, General Editor, The World of Language, Follett Educational Corp., 1970.

Pollack, Thomas, The Macmillan English Series, Macmillan Company, 1969.

(In the following pages of annotated resources, for the most part only the publisher's name is given. The entries refer to the texts listed above.)

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LISTENING SKILLS - PRIMARY LEVEL

PUBLISHING CO.	PAGES	SPECIFIC AIDS
Grade 1		
American (1971 ed.)	pp. 1-2,22,37 etc.	directions, poetry, and other listening activities
Harcourt-Brace		use poetry included
Ginn (1971 T.E.)		excellent activities throughout T.E.
Macmillan	pp. 5, 6, 7	directions
Grade 2		
American (1967 ed.)	p. 16 35	poem - rhyming words enjoying a poem

RESOURCES FOR TEACHERS

LISTENING SKILLS - PRIMARY LEVEL

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 2, cont.		
Harcourt-Brace		use poetry for listening
Ginn (1971 T.E.)	M3 M44-45	attitudes toward listening activities which promote listening (additional excellent activities throughout)
Macmillan	p. 2 p. 13 p. 59 p. 104 p. 79 p. 99	rhyming words description usage directions supply endings to stories sequence of ideas
Grade 3		
American	p. 182 p. 192 p. 260	review, purposes for listening listening to reports poetry - language appeal to sense of sound
Harcourt-Brace		use poetry for listening
Ginn (pupil text)	pp. 69, 85 pp. 22, 35, 97 153-154 pp. 120, 165, 192, 219-220 pp. 231-232 pp. 125, 282, 285	courtesy listening for certain sounds listening to answer questions listening to directions listening to gain information
Macmillan	pp. 24-26 47-48 271 268-273 223-224	to conversations to discussions guides for listening to reports to stories

RESOURCES OTHER THAN BASIC TEXTBOOKS

Allyn and Bacon, Inc., THE SOUND OF POETRY, Austin, Mary C., 1963 (wide variety of poetry and nursery rhymes to be read to the children)

RESOURCES FOR TEACHERS, cont.

Records

Ginn and Company, DANCE A STORY series, 1964.

Grosset and Dunlap, SOUNDS WE HEAR

McGraw-Hill Record Albums, LISTENING TIME STORIES (Three albums of stories and poems that build listening skills)

*RCA Victor Record Library for Elementary Schools, LISTENING ACTIVITIES, Vol. I and II

*RCA Victor Record Library for Elementary Schools, TRAIN SOUNDS

Scholastic Book Company, COUNTING GAMES AND RHYTHMS FOR LITTLE ONES

Scholastic Book Company, RHYTHM AND GAME SONGS FOR THE LITTLE ONES

Scott Foresman, SOUNDS AROUND US

Board of Catholic Education, SING A LITTLE SONG

* Ginn and Company represents RCA -(orders placed through Ginn representative)

Tapes or Cassettes

SRA (Science Research Associates) LISTENING SKILLS PROGRAM Ia, Ib, Ic (designed to develop and strengthen pupils' listening ability)

RESOURCES FOR TEACHERS

VIEWING - PRIMARY LEVEL

Filmstrips

Instructional Materials, Adventures with Alphie (Designed to motivate child for formal learning)

Universal Education and Visual Arts, See and Tell (Designed to spark imaginations, improve powers of observation, and facilitate oral expression)

Books, Kits

Scholastic Book Co., Picture Collections (School experiences, urban environment, rural environment. Designed to stimulate oral and written expression)

Scholastic Book Co., "Let's Find Out" (Kit containing posters, records, magazines; designed to stimulate experiences such as teaching, listening, manipulating and observing)

Filmloops

Scholastic Book Co., Learning Experiences (Three self-contained parts: colors, senses, shapes)

Universal Education and Visual Arts, Let's Talk About (Designed to create personal identification. Series is silent so pupils must interpret experiences illustrated entirely in the light of their own experiences)

Films

Encylopaedia Britannica Educational Corp., Magic Moments (A unique series of 20 full-color 16mm sound films designed to stimulate the imagination and evoke enthusiastic responses)

Films available for loan from the Cleveland Public Library *denotes color

ADVENTURES OF A BABY FOX 13 min.
*ADVENTURES OF A JUNIOR RAINDROP 8 min.
ADVENTURES OF BUNNY RABBIT 10 min.
*ANDY AND THE LION 10 min.
CINDERELLA 10 min.
CIRCUS AT THE ZOO 11 min.
*THE CUCKOO CLOCK THAT WOULDN'T CUCKOO 11 min.
*THE FRIENDLY BEASTS 10 min.
FUN AT THE ZOO 18 min.
GALLANT LITTLE TAILOR 10 min.
*THE GOLDEN FISH 22 min.
*GOLDILOCKS AND THE THREE BEARS 11 min.

Films available for loan from the Cleveland Public Library, cont.

*HAILSTONES AND HALIBUT BONES 6 min.
*HANSEL AND GRETEL 11 min.
*HAROLD AND THE PURPLE CRAYON 9 min.
*HOW THE ANIMALS DISCOVERED CHRISTMAS 14 min.
*I KNOW AN OLD LADY WHO SWALLOWED A FLY 6 min.
IT'S FUN TO READ BOOKS 10 min.
*THE KITTEN 10 min.
LET'S GO TO THE CIRCUS 9 min.
*THE LITTLE BLACK LAMB 11 min.
*THE LITTLE ENGINE THAT COULD 11 min.
*LITTLE RED RIDING HOOD
*THE LITTLEST ANGEL
*MADELINE 10 min.
*MADELINE'S RESCUE 7 min.
*MARTIN AND GASTON 11 min.
*MR. AND MRS. PEACOCK 10 min.
*ONE LITTLE INDIAN 16 min.
ONE WISH TOO MANY 55 min.
*PANCHO 6 min.
*PATTY GORMAN: LITTLE HELPER 10 min.
*PIG TALES 10 min.
PUSS IN BOOTS 16 min.
*THE SLY LITTLE RABBIT AND HOW HE GOT HIS LONG EARS 8 min.
*THE SMALLEST ELEPHANT IN THE WORLD
SNOW WHITE AND ROSE RED 10 min.
STRAY LAMB 10 min.
THUMBELINA 10 min.
*THE UGLY DUCKLING 11 min.
*ZOO ANIMALS IN RHYME
ZOO ANIMALS IN OUR STORY BOOK 11 min.

RESOURCES FOR TEACHERS

SPEAKING AND WRITING - PRIMARY LEVEL

LANGUAGE STRUCTURE

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 1		
American	27	telling sentences
	38	using see and saw
	49	answering the question where
	50	using gave and given
	75	learning about asking sentences
Ginn		Excellent activities throughout the book
Harcourt-Brace		Adapt materials where feasible
Macmillan	48	using is and are correctly
Grade 2		
American	14	writing statements
	21, 106	writing questions
	129	changing statements to questions
Harcourt-Brace		Adapt materials where feasible
Ginn		Excellent activities throughout the book
Macmillan	5	recognizing sentences
	15-16	kinds of sentences
Grade 3		
American	14	writing statements
	15	writing questions
	56	using a and an
	126	using no and not
Ginn		

RESOURCES FOR THE TEACHER

SPEAKING AND WRITING - PRIMARY LEVEL

MECHANICS

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 1		
American		punctuation and capitalization in
	42	writing sentences
	68	writing naming words
	76	practice in writing sentences
Ginn		excellent activities suggested in T/E
Macmillan	23	answering questions
	25	capital letters and initials
Grade 2		
American	14, 21	capitals, periods, question marks
(1967 ed.)	27-30, 101	capitals for months, days, streets, persons
	36	comma after day of month
Ginn		excellent activities suggested in T/E
Harcourt-Brace		Adapt materials where feasible
Macmillan	6	capitals in sentences
	15-16, 25	statements and questions
	17	beginning and ending sentences
	36	capitalization
	45	capitalization
	55	capitalization
Grade 3		
American	9	using capital letters
	236	writing questions
Ginn	5	different kinds of sentences
	169	sentence beginnings and endings
	301	capital letters and punctuation marks
Harcourt-Brace		Adapt materials to program where feasible
Macmillan	8	capital letters and periods
	301	capital letters
	307	punctuation marks
	311	review capital letters and punctuation marks

RESOURCES FOR THE TEACHER

SPEAKING AND WRITING - PRIMARY LEVEL

COMPOSING

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 1		
American (1971 ed.)	1 13-18 25, 71, 89	following directions discussion of pictures telling a story
Ginn	T/E 44-45 47-48 8	motivating oral compositions motivating written compositions dramatization (additional excellent activities)
Harcourt-Brace		in connection with poetry
Macmillan	1-2 3 17-18 42-43 55-56	interpreting pictures courtesy telling a story telling a story in sequence enjoying and understanding poetry
Follett		(excellent for oral and written language experiences)
Grade 2		
American	23 49-53 75-76	conversation writing a story -- imagined experience writing a story -- imagined experience
Ginn	T/E 9 44-45 45-47	dramatization motivating oral composition motivating written composition (additional excellent activities)
Harcourt-Brace		in connection with poetry
Macmillan	69, 80 72, 79 123	writing a story writing the end of a story writing a report
Follett		(excellent for oral and written language experiences)
Grade 3		
American	28-36 45	telling a story proofreading

RESOURCES FOR THE TEACHER

SPEAKING AND WRITING - PRIMARY LEVEL

COMPOSING, cont.

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 3, cont.		
American	138-147	dramatization
	180-181	giving directions
	183-192	giving oral and written reports
	258-266	poetry - language appeal to the senses
	267-268	rhyme and rhythm in poetry
	45	choral speaking
	270	writing poetry
Ginn	53-57	writing and proofreading a story
	75-89	making and giving reports
	222-223	telling personal experiences
	228-229	describing objects
	231-233	giving and following directions
	247-253	poetry
	255, 270	writing poetry
Harcourt-Brace		in connection with literature
Macmillan	23-27	conversation and guides for conversation
	45-48	taking part in discussions
	199-217	telling and writing stories
	233-239	rhyming words in poetry
	242-245	choral speaking
	255-279	giving and listening to reports
Follett		(excellent for oral and written language experiences)

OTHER MATERIALS

RECIPES FOR CREATIVE WRITING, Set 2: Primary Recipes, compiled and edited by Fred B. Christensen, University of California Extension teacher. Focus on writing experiences in line with primary children's interests, needs and level of maturity. Available from CREATIVE TEACHING PRESS, 514 Hermosa Vista Ave., Monterey Park, California, 91754.

SRA, LEARNING TO THINK SERIES: Red Book, Blue Book, Green Book, Gold Book, designed for K and Grade 1 to develop mental skills and reading readiness)

SRA, LANGUAGE DEVELOPMENT PROGRAM K-5 (practice in oral expression, development of conceptual abilities, promote reading readiness)

SRA, DETECT SERIES K-3, Detect Visual--Levels A, B, C (perceptual-cognitive skills)
Detect Tactile--Levels 1, 2, 3, (designed to help students discover, discriminate, classify, reason)

McGraw Hill Book Company, TELL AGAIN STORY CARDS (ten stories with nine pictures per card in order of story events. Complete manual of instructions.)

RESOURCES FOR THE TEACHER

SPEAKING AND WRITING - PRIMARY LEVEL

SPELLING AND HANDWRITING: (primary source for spelling: phonics books)

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 1		
American	3-11	writing the alphabet
	12	writing name
	23	spelling of short and long vowel words
	26	sequence of letters
	29	spelling of short and long o words
Ginn		(excellent activities suggested in T/E)
Harcourt-Brace		use as feasible
Macmillan	30- 31	alphabetical order
	32	writing small letters
	33	matching capital and small letters
	37	finding letters that are alike
	40	classifying and alphabetical order
Grade 2		
American		(sounds and letters throughout book)
Ginn		(excellent activities suggested in T/E)
Macmillan	3, 19, 58	alphabetical order
	4	writing small letters
	14	writing capital letters
Grade 3		
American		(spelling exercises at end of each chapter)
	10	writing sentences
	83-89	correct form for letter-writing
	94	addressing envelopes
	236-238	writing sentences
Ginn	91-92, 101	knowing sounds at beginning, middle or end of words
	92-93	rhyming words
	152-155, 164, 166,242	root words
	23	manuscript and cursive writing
	89	need for good handwriting
Harcourt-Brace		use as feasible
Macmillan	60-61	words that sound alike
	233-239	rhyming words

PROFESSIONAL BOOKS AND OTHER GENERAL TEACHER AIDS

Allen, R.V. THE LANGUAGE APPROACH TO READING INSTRUCTION. Ginn and Company 1961.

Ashley, Rosalind Minor. SUCCESSFUL TECHNIQUES FOR TEACHING ELEMENTARY LANGUAGE ARTS. New York: Parker Publishing Company, 1970.

Christensen, Fred B. RECIPES FOR CREATIVE WRITING, SET II: PRIMARY RECIPES. Monterey Park, California, 1966.

Moffett, James. A STUDENT-CENTERED LANGUAGE ARTS CURRICULUM. GRADES K - 12. Houghton - Mifflin Co., 1968.

Myers, R.E. and Paul E. Torrence. FOR THOSE WHO WONDER. Ginn and Company, 1966.

Myers, R.E. and Paul E. Torrence. CAN YOU IMAGINE. Ginn and Company, 1966.

O'Neil. HAILSTONES AND HALIBUT BONES. Garden City, New York: Doubleday and Company, 1961.

Platts, M., Sr. Rose Marguerite and Shumaker. SPICE. Educational Service, Inc., 1960.

Scott. LEARNING TIME WITH LANGUAGE EXPERIENCE FOR YOUNG CHILDREN. McGraw-Hill Book Company, 1968.

Smith, James A. CREATIVE TEACHING OF THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. Boston: Allyn and Bacon, 1967.

Tiedt, Iris M. (ed) and Sidnet W. Tiedt (ed). READINGS ON CONTEMPORARY ENGLISH IN THE ELEMENTARY SCHOOL. Prentice Hall, 1967.

Ullyette, Jean M. GUIDELINES FOR CREATIVE WRITING. F.A. Owen Publishing Company, 1968.

INTERMEDIATE LEVEL --
A TIME for

- continued emphasis on
  ORAL COMMUNICATION
  DRAMATIZATION
  SPONTANEITY AND CREATIVITY
  FREE AND IMAGINATIVE WRITING

- re-inforcement of primary-level
  skills
- stress on PROPER USAGE through
  ORAL PRACTICE

- avoidance of formal analysis
  in WRITTEN EXPRESSION

- INTEREST IN WIDE READING

- MUCH ACTIVE PARTICIPATION
  in class and group discussion

- some elementary descriptive
  approach
  to the simple sentence

I. LISTENING

The student should

- follow directions
- write sentences from dictation
- acquire and use new words
- absorb the substance of a short paragraph
- recognize relationships between ideas
- begin to note sequence
- become aware of differences between fact and opinion
- interpret oral composition
- summarize from experience these purposes for listening: information, enjoyment, persuasion
- see a need to develop good listening habits to further progress in learning

II. VIEWING (multi-sensation)

The student should

- refine identity of color, shape, texture, space, size, line, sound
- become acquainted with and identify tone, light, and motion
- refine sensitivity to and begin to interpret color, shape, texture, size, line, and sound
- differentiate between and respond to tone, light, and motion
- enjoy, empathize, and project self into experiences involving sense components

III. READING

A. Word Recognition

The student should

- have mastery of grapheme-phoneme correspondence developed at all preceding levels
- recognize and utilize structural clues; prefixes, suffixes, roots, and compounds
- understand and apply syllabic generalizations and be aware of accent
- use a dictionary and glossary for pronuncation of words

B. Reading for Meaning

The student should

- recognize and interpret contextual and structural clues, multiple word meanings, and understand figurative language
- perceive relationship of words in a sentence
- recognize patterns of organization and function of paragraphs
- recognize main idea of a selection
- note and recall significant details
- see relationships between ideas and organize ideas
- extend ability to read inferentially: draw conclusions, make generalizations, sense relationships, predict outcomes, recognize author's purpose, determine the mood or tone of a passage
- read critically: evaluate accuracy of information; distinguish facts and opinions, fact and fantasy; recognize persuasive statements and make sound judgments

III. READING, cont.

C. Reading-study Skills

The student should

- develop ability to take concise notes to summarize sentences and paragraphs
- develop ability to organize notes
- locate needed reading materials
- make effective use of alphabetical arrangement
- use dictionaries, encyclopedias, and other sources of information in study activities
- read maps, charts, tables, and graphs
- use the library effectively
- vary reading styles in accordance with purposes and nature of the materials

D. Reading for Enjoyment and Appreciation

The student should

- view reading as a source of pleasure
- seek competence in reading as a source of personal satisfaction
- evidence ever-more-varied, more mature, and more refined reading tastes

IV. SPEAKING AND WRITING

A. Language Structure

The student should

- determine whether a group of words is a sentence
- recognize sentences as being statements or questions
- correctly punctuate statements and questions
- recognize the two main parts of a sentence
- understand subject-predicate relationship
- identify and use nouns, pronouns, and verbs effectively in simple sentences
- make sentences more meaningful through use of adjectives, prepositions, and adverbs
- distinguish four basic sentence patterns based on knowledge of nouns, pronouns, verbs, adjectives, prepositions, adverbs
- become aware of the origin of language

B. Mechanics

The student should

- maintain the following skills learned in phonics: formation of plurals; meaningful use of specific prefixes and suffixes; formation of compounds; formation of derivatives from root words; degrees of comparison
- recognize and use possessives
- apply knowledge of capitalization and punctuation to simple sentences
- recognize errors in simple sentences
- identify errors in simple sentences
- correct errors in simple sentences
- be alert to such errors in personal composing and be able to identify and correct them
- use punctuation marks suggested by voice intonation

IV. SPEAKING AND WRITING, cont.

C. Composing (oral, written, non-verbal)

The student should

- find pleasure in composing freely and frequently
- compose from personal and literary experiences, simple and original sentences, descriptive passages, stories, poems, and factual reports
- share ideas and insights with others

D. Spelling and Handwriting

The student should

- master a list of basic words in terms of the following:
  - spelling
  - meaning or meanings
  - syllabication
  - punctuation in contractions and abbreviations
  - capitalization
- appeal to another person for help in spelling a word he wishes to use
- apply spelling rules previously learned to spell the word
- use dictionary skills previously learned to locate and spell the word
- appraise newly-spelled word through use of some resource
- write words and sentences in correct manuscript form and spelled correctly
- write words and sentences in correct cursive form and spelled correctly
- identify and spell a given homonym correctly from context
- use selected words correctly in context
- give synonyms or antonyms for selected words

LISTENING - INTERMEDIATE LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
K-3	Students have listened to stories and poems for pleasure. They have learned the importance of listening in order to follow the directions and word order through listening activities.
4	Listening skills previously developed should be maintained and extended at this level. The students should become increasingly aware of varying speech patterns in their surroundings and learn to accept these differences. They should be able to absorb the substance of a short paragraph and reiterate it in their own words. They should also be able to follow sequence in listening and begin to consciously acquire usable words through listening.
5	Listening skills of previous level should be maintained and expanded. In addition, students at this level should begin to understand the importance of voice inflection in conveying ideas. They should be able to recognize relationships between ideas and begin to interpret oral composition.
6	Listening skills of the previous level should be maintained and expanded. Besides seeing relationships between ideas, students should be guided to distinguish fact from opinion in what they hear. Students should also be able to discern specific purposes of an author in what they hear: to give information, to entertain or to persuade. Students at this level should begin to see a need to develop good listening habits in order to further their own progress in learning.

VIEWING - INTERMEDIATE LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
	Teachers should be aware that objectives in viewing can be achieved through the use of films, filmstrips and pictures used for language experiences as well as in the content areas. Refer to resources, especially films.

SPEAKING AND WRITING - INTERMEDIATE LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Language Structure	
K-3	Students are able to recognize sentences and distinguish between statements and questions
4	Students, when given groups of words, are able to determine if they are sentences, identify the type of sentence and punctuate it correctly. Students are taught to recognize the two main parts of a simple sentence through oral and written expression. Activities should be planned to enable students to gain proficiency in recognizing nouns, verbs, and pronouns.
5	Material covered in Gr. 4 should be reinforced. Students should be guided with activities which will enable them to understand the subject-predicate relationship and help them gain proficiency in using nouns, verbs, and pronouns. Students should be introduced to adjectives at this level.
6	Continue to reinforce materials presented at previous levels. Plan activities which will enable students to use adjectives and adverbs effectively. At this level, students should be introduced to prepositions and be able to recognize them in simple sentences. When children evidence some degree of mastery in the above parts of speech, they should be introduced to, and be expected to recognize basic sentence patterns: N-V, N-V-N, N-LV-N, N-LV-ADJ.
Mechanics	
K-3	Students are able to punctuate statements and questions and use a comma after a day of the month. They are also able to capitalize proper nouns within the realm of their experience.
4	Material previously taught should be reinforced. Activities should be planned to extend the use of capitalization of proper nouns. This can be done most efficiently through the content subjects. Students should continue to apply word-skills information taught in phonics. Exercises should be planned to guide students to recognize errors in structure and usage.

SPEAKING AND WRITING - INTERMEDIATE LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Mechanics (cont.)	
5	Content of the previous level should be reinforced at this level. The use of capitalization is extended to include abbreviations and initials within the realm of the students' experience. At this level, student ability to recognize errors in structure and usage should be extended to definition of the same.
6	Skills developed at the previous levels should be maintained. Activities should be planned to extend punctuation skills to include the use of the exclamation point, the comma indirect address, and the use of quotation marks in direct quotations. Students should begin to understand the use of punctuation to indicate voice intonation and connotation. Through continued activities the student should reach some degree of efficiency in proofreading given materials as well as personal compositions with a view to correcting errors in spelling, capitalization, punctuation, and usage.

SPEAKING AND WRITING - INTERMEDIATE LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing K-3	Students have had a wide variety of experience in spontaneous and oral and dictated sharing with peers and teachers. They have also written short, original, compositions.
4	Students should be introduced to the basic story form and be able to write an original story showing a simple plot including one or two main characters. Poetry should be introduced as another way to present a simple idea. Limericks and humorous poetry written mainly for fun should constitute the major content at this level. Students should compose simple examples of the literary forms studied. They should also be introduced to art forms such as the collage as a non-verbal approach to presenting an idea. Simple discussion techniques are introduced at this level under teacher guidance.
5	The program of the previous year is expanded. The students are introduced to the tall tale and the fable as specific short story forms. They are able to recognize elements common to these forms: repetition, animal characters, elements of magic, and a moral in the fable. Poetry is extended to include the ballad and the cinquain. Students should compose simple examples of these forms. Simple fact reports are introduced at this level in conjunction with content subjects. Discussion techniques are refined in small and large groups through student leadership in this level. Additional experiences in non-verbal expressions should be presented on this level for pupil experimentation. Students should be encouraged to write freely about personal and vicarious experiences in a variety of ways.
6	The program of the previous year is expanded. The students are introduced to the myth, the fairy tale and the folk tale as specific short story forms. They are able to recognize elements common to these forms: universal truths, good vs. evil, dialect, repetition, special characters, elements of magic, and the explanation of natural phenomenon in a myth. Poetry is extended to include descriptive poetry with some attention being given to figurative language. Haiku is introduced as a specific form of descriptive poetry. Students should compose simple examples of the literary forms studied.

SPEAKING AND WRITING- INTERMEDIATE LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
6 (cont.)	Skill in writing factual reports is extended to include under teacher direction the writing of a simple outline containing main ideas and a few supporting details as a prelude to writing a report. (This is a simple report not a research paper and not copied from an encyclopedia or other research books.) This ought to be taught in conjunction with content subjects. Discussion abilities are extended at this level to include simple panel presentations. Experiences in non-verbal expression should be extended at this level encouraging the pupils to evidence greater depth in expressing their ideas. Opportunities should be provided for students to continue to grow in their ability to compose from personal and vicarious experiences.

SPEAKING AND WRITING - INTERMEDIATE LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Spelling and Handwriting K-3	Students are able to form upper and lower case letters accurately in manuscript and cursive forms. They have also mastered a basic word list assigned to their level.
4	Students should maintain manuscript writing skills. Cursive skills should be extended to result in the refinement of slant, spacing, and size writing. Students should be introduced to the dictionary at this level. They should be able to use guide words properly, interpret basic diacritical marks found in the beginners' dictionary and be able to mark primary accents in words. Students at this level should appeal to others for help in spelling unfamiliar words during composition activities and should be taught to appraise the information received from others through the use of a dictionary. The basic spelling list should be mastered with stress given to meaning and use of the words.
5	The program of the previous level should be extended. The students should evidence an ability to write with greater speed as well as with accurate formation. The use of the dictionary should be extended to include multiple meanings of words, synonyms, and antonyms. Students at this level should be taught to apply phonics and spelling rules previously learned to help themselves in spelling unfamiliar words. Self-appraisal of this work is important to the student. The basic word list should be presented with stress on meaning of words in context.
6	The program of the previous level should be maintained and extended. Stress should be placed on legibility of writing. Dictionary skills should be extended to include the reading interpretation of words as more than one part of speech, the interpretation of key words found in an intermediate dictionary and the marking of primary and secondary accents of words. Students should be able to do their own proofreading through the use of dictionary skills. The basic word list should be mastered with stress given to pupil ability to use the words effectively in their own speaking and writing.

RESOURCES FOR THE TEACHER 4-6

BASIC TEXTS APPROVED BY THE DIOCESE IN 1967

Conlin, David, et al., Our Language Today, American Book Company, 1971, 1966.

Tabachnick, R., et al., Ginn Elementary English, Ginn and Company, 1970, 1967

Roberts, Paul, The Roberts English Series, Harcourt-Brace and World, 1970, 1966.

APPROVED SPELLER

McHale, R.E., et al., Spelling, Laidlaw Brothers, 1970, 1967.

SUPPLEMENTARY TEXTS

Crosby, Muriel, General Editor, The World of Language, Follett Educational Corporation, 1970.

* Dawson, Mildred et al., Language for Daily Use, Harbrace, 1968.

Schiller, Andrew et al., Language and How to Use It, Scott, Foresman, 1969.

*This is the Harcourt-Brace publication referred to below as HARBRACE.

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LISTENING SKILLS - INTERMEDIATE LEVEL

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 4		
American	135-45	direction, explanations
	267-82	working with a play
Ginn	19-25	discussion techniques
	303-13	poetry
Harcourt-Brace		use poetry for listening
Follett	144-74	language appeal to senses and feelings; understanding dialect
	232-52	choral speaking; creating a play
Harbrace	1-19	distinguishing sounds; listening to others' ideas; listening for correct usage; vocabulary growth through listening
	73-78	enjoying choral speaking; reading poetry; correct usage; vocabulary growth through listening
Scott, Foresman	9-35	myth, legends; language changes

RESOURCES FOR THE TEACHER 4-6

LISTENING SKILLS - INTERMEDIATE LEVEL

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 5		
American	9-16 25-40	voice to show meaning listening for different purpose
Ginn	Index - 378	(many activities referred to)
Harcourt-Brace		use poetry for listening
Follett	8-31	to sounds, words, feelings and speech signals
Harbrace	1-20 259-80	discussion; conversation; correct usage; effective use of voice; messages & directions poetry for enjoyment
Scott-Foresman	9-23 106-10 190-98	importance and development of language art of speaking; interviews to form words; structure; inflection
Grade 6		
American	181-200 305-17	use of voice to express ideas; connotation and denotation enjoyment of various forms of literature
Ginn	42-64 Index - 378	reading and listening to poetry (many additional activities referred to)
Harcourt-Brace		use poetry for listening
Follett	5 32-75 6 132-50 184-204	structure development; dialects verbal and non-verbal communication use of language to influence
Harbrace	3-21	conversation skills; listening for given purposes; discussion skills; using voice effectively; correct usage
Scott-Foresman	9-28 108-23 189-91 197-207 241-54	observing; listening to sounds selection from Mark Twain; poetry facts and opinions; listening to evaluate dialect; etymology; settings poems; plays; verse

RESOURCES FOR THE TEACHER 4-6

SPEAKING AND WRITING - INTERMEDIATE LEVEL

LANGUAGE STRUCTURE

PUBLISHING COMPANY		PAGE	SPECIFIC AIDS
Grade 4			
American		1-12	kinds of sentences
		57-71	nouns
		111-19	verbs
			(usage program included at end of each chapter)
Ginn		70-110	parts of sentence; nouns; verbs
		223-37	pronouns, verbs, nouns
Harcourt-Brace			Adapt material to program wherever feasible
Follett		298-308	statements-questions; subjects-predicates
Harbrace		21-70	nouns; parts of sentence; correct usage
		164-68	use of comma in a series; correct usage
Scott-Foresman		38-55	nouns; pronouns
		60-72	verbs
		109-24	verb forms
Grade 5			
American		57-90	nouns and verbs
		125-35	adjectives
		181-96	pronouns
		269-78	using parts of speech effectively
			(usage program included at end of each chapter)
Ginn	4	57-68	adjectives
	5	43-66	nouns, verbs, basic sentences, commas
		245-263	changing structure of words; word arrangement to convey idea
		289-318	verbs; pronouns; agreement; usage
Follett		358-379	sentences; verbs; punctuation; capitalization
Harbrace		27-51	kinds of sentences; subject-predicate; usage
		87-108	noun
		158-180	verb; usage
		208-222	pronoun
		287-297	identification and use of adjectives
Scott-Foresman		35-55	subject-predicate relationship
		122-137	use of verbs and pronouns

SPEAKING AND WRITING - INTERMEDIATE LEVEL

LANGUAGE STRUCTURE

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 6:		
American:	14-21	geography of language; changing language
	33-58	subjects; predicates; sentence patterns
	97-126	use of nouns and pronouns
	149-64	verbs
	213-30	adjectives; adverbs
	277-90	effective use of parts of speech
	Usage program included at the end of each chapter	
Roberts:	Adapt material to the program wherever feasible	
Ginn:	67-134	nouns; pronouns; verbs; adjectives; adverbs; prepositions; usage of same
	171-76	prepositional phrases
Follet:	358-79	sentence structure; nouns; noun substitutes; verbs; capitalization; punctuation
Harbrace:	23-52	sentence structure; sentence patterns
	77-92	effective use of the noun
	119-32	effective use of the verb
	167-86	use of the pronoun
	213-39	adjectives and adverbs
	266-75	recognition and use of prepositions
Scott:		
Bk. 5:	60-70	adjectives; adverbs; prepositions
	96-105	organizing general and specific ideas
Bk. 6:	30-50	sentence patterns; noun usage
	66-75	use of verb
	170-82	punctuation outlining

COMPOSING

Grade 4		
American:	25-42	conversation; reading and writing stories
	163-72	imaginative and real tales
	267-82	working with a play
Roberts:	Adapt materials to program wherever feasible	

RESOURCES FOR THE TEACHER 4-6

SPEAKING AND WRITING - INTERMEDIATE LEVEL

COMPOSING

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 4 cont.:		
Ginn:	22-41	steps in writing a simple story
	211-22	making language work in composing
Follett:	52-84	body language; introduction to folk lore
	133-41	activities for word study
Harbrace:	146-61	recognizing parts of a story; morivation for writing a story
	199-205	giving plays; directions; using voice effectively; dramatizing
Scott-Foresman	85-93	puppet plays; tall tales
Grade 5:		
American:	25-40	working with anecdotes; stories; directions
	97-114	materials for motivation in writing
	241-56	gathering information; simple reports
	303-19	myths; tall tales; limericks
Roberts:	Adapt materials to program wherever feasible	
Ginn:	174-94	skills preparatory to writing a report
	201-12	writing a report
	215-42	writing tall tales; poetry; news stories
Follett:	108-20	symbols conveying meaning; speaking and writing
	162-99	sensory development and creative writing
	328-51	developing sensitivity in composing
Harbrace:	130-48	gathering information; writing simple reports
	313-32	writing descriptions; correct usage
Scott-Foresman Bk. 4	176-84	adjectives in composing
	226-34	cinquains
	240-55	personified reports; poetry
Bk. 5	137-60	descriptive motivation
	226-38	writing a story
	242-54	dramatizing folk tale, fairy tale, ballad

RESOURCES FOR THE TEACHER 4-6

SPEAKING AND WRITING - INTERMEDIATE LEVEL

COMPOSING

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 6:		
American:	65-82	use of senses; imagination; conversation; figures of speech
	245-65	gathering information and writing reports
Harcourt-Brace	Adapt material to program wherever feasible.	
Ginn:	207-36	sentence design; time and space order
	244-73	sharing experiences; giving impressions; "alive" writing
Follett:	234-62	organizational study skills; dictionary skills
	97-118	preparing a report; using reference materials
	142-50	choosing topic; writing reports
	241-60	making experiences real; correct usage
	291-333	dramatizing myths, fables, legends
Scott-Foresman		
Bk. 5	71-83	myths; legends
	161-62	Haiku
Bk. 6	76-88	poetry; coined words; palindromes
	161-62	limericks; interviews

SPELLING AND HANDWRITING

Grade 4:		
American:	187-205	Dictionary skills; word meanings Proofreading skills found at the end of each chapter
Harcourt-Brace	Adapt materials to the program wherever feasible.	
Ginn:	260-62	importance of good handwriting
	325-28	homonyms
	216-17	dictionary skills
	39	Proofreaders' checklist
Harbrace:	252-60	addressing an envelope; checking handwriting
	272-78	homonyms; synoyms; antonyms; compounds; affixes; capitalization; punctuation

SPEAKING AND WRITING - INTERMEDIATE LEVEL

SPELLING AND HANDWRITING

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 4 cont.:		
Scott-Foresman	24-30 158-61	names of month; Middle English word meanings; synonyms; antonyms
Laidlaw:	Utilize dictionary skills; derivation and structure of language; see supplementary materials pp. 80-97.	
Grade 5:		
American:	205-28	dictionary skills word meanings; proofreading of spelling Proofreading skills found at the end of each chapter
Harcourt-Brace	Adapt the materials to the program wherever feasible.	
Harbrace:	152-55 182-200 248-50	evaluation of letter formation dictionary skills as a spelling aid application of spelling rules
Scott-Foresman	24-34 199-210	synonyms; word games affixes; derivatives
Laidlaw:	Utilize dictionary skills; derivation and structure of language; see supplementary materials on pp. 80-97.	
Grade 6:		
American:	1-14	dictionary skills; changes in spelling Proofreading skills found at the end of each chapter
Roberts:	Adapt materials to the program wherever feasible.	
Ginn:	11-40	vocabulary development; dictionary skills
Harbrace:	65-76	dictionary skills
Scott-Foresman	124-27	word meanings; words in context
Laidlaw:	Utilize dictionary skills; derivation and structure of language; see supplementary mateirals pp. 80-97.	

SUPPLEMENTARY AIDS AND ACTIVITY RESOURCES FOR THE TEACHER

(Teachers should use and choose from the materials listed below according to the needs and abilities of their students)

American Education Publications, Education Center, Columbus, Ohio 43216.

ITS FUN TO ACT! CREATIVE DRAMATICS IN THE ELEMENTARY CLASSROOM

UNDERSTANDING LANGUAGE - 4,5,6 IMAGINE AND WRITE - 4,5,6

READ - THINK - STUDY - 4,5,6

Continental Press - valuable pupil workbooks and duplicating masters for language and study skills. See catalogue.

Highlights for Children, Inc., 2300 W. 5th Ave. Columbus, Ohio 43216

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Poetry Materials

LET'S ENJOY POETRY, AN ANTHOLOGY OF CHILDREN'S VERSE FOR GR. 4,5,6 (Contains suggestions for the teacher.), Rosalind Hughes, Houghton Mifflin, 1961.

ON CITY STREETS, comp. Nancy Larrick, Bantam. (paperback)

POETRY, U.S.A., ed. Paul Malloy, Scholastic (Contains a teacher guide),

I FEEL THE SAME WAY, Lillian Moore, Scholastic.

Scholastic Record and Book Companion Series:

ARROW BOOK OF FUNNY POEMS TIKKI TIKKI TEMBO
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LISTENING SKILLS PROGRAM IIa, IIb, IIc. (Available on tapes or on records)

GROWING WITH COMPOSITION (transparency program)

Myers and Torrance (Ginn and Co., Home Office, Boston, Mass., 02117)
FOR THOSE WHO WONDER (Gr. 3 and 4)
INVITATIONS TO THINKING AND DOING (Gr. 4 - 6)
INVITATIONS TO SPEAKING AND WRITING CREATIVELY (Gr. 5 - 7)

SPICE: SUGGESTED ACTIVITIES TO MOTIVATE THE TEACHING OF THE LANGUAGE ARTS, Platts, et al. Educational Services, Inc., PO Box 219, Stevensville, Michigan, 49127 236 pp. (Available for $4.60)

PICTO-CABULARY SERIES. Set of 36 books - $52.50. (Dexter & Westbrook, Ltd., 958 Church Street, Baldwin, New York, 11510)

PRONOUN PARADE - INSTRUCTIONAL AID KIT A - E (Dexter & Westbrook - Kit - $4.50, Worksheets to accompany kit $1.50 per 100)

MOTIVATING READERS, THE HOW AND WHY. D.O.K. Publishers, Inc., Buffalo, N.Y. ($1.25) (Classification of books according to topic and reading level)

STORYTELLING AND CREATIVE DRAMA, Dewey Chambers, 1970. (#372.28 C.P.L.)
253

THE LANGUAGE EXPERIENCE APPROACH TO TEACHING OF READING, Russell G. Stauffer, 1970 (#372.4 C.P.L.)
81544

Recordings found in the Lewis Carroll of the CPL
(These can be used for oral language experiences and for motivation to creative writing)

JL 57-17	THE WHEEL ON THE SCHOOL	JL 57-20	BRER MUD TURTLE'S TRICKERY
JL 57-23	A PAUL BUNYON YARN	JL 57-24	A PECOS BILL TALE
JL 57-25	SLEEPING BEAUTY	JL 57-28	TALES FROM THE VOLSUNGA SAGA
JL 58-10	A CHILD'S GARDEN OF VERSES	JL 60-4	JUST SO STORIES
JL 58-1	OSCAR WILDE FAIRY TALES	JL 58-4	WHEN THE HUSBAND KEPT HOUSE
JL 58-6	LISTEN AND LAUGH	JL 58-11	GRIMM FAIRY TALES
JL 58-17	THE EAGLE AND THE THRUSH	JL 60-1	WALTER DE LA MARE READING AND SPEAKING
JL 60-1	THE BAB BALLADS		
JL 60-14	ADVENTURES IN SOUND AND SPACE	JL 60-7	ANDERSON TALES
JL 60-18	FOLK TALES FROM WEST AFRICA	JL 60-17	THE DREAM KEEPER
JL 61-10a	THE RELUCTANT DRAGON	JL 61-9	THE WIND IN THE WILLOWS
JL 63-2	ANDERSON FAIRY TALES	JL 61-13	AMERICAN FOLK TALES AND SONGS
JL 63-13	BEST LOVED FAIRY TALES	JL 63-5	A GOLDEN TREASURY OF FAMOUS SPEECHES
JL 64-2a	LET's LISTEN		
JL 64-12	DANNY KAY TELLS SIX STORIES FROM FAR AWAY PLACES	JL 63-47	PAUL BUNYON AND OTHER TALL TALES
		JL 64-8	THE BALLAD OF ROBIN HOOD
JL 66-1	STUART LITTLE	JL 64-25	HAIKU - A TALK
JL 67-2	JACK TALES	JL 65-6	THE BEST STORIES OF AESOP
JL 67-10	BIRDS ON A MAY MORNING	JL 66-6	" ... of gods and ghosts"
JL 67-12	THE SWAMP IN JUNE	JL 67-6	THE ADVENTURES OF TOM SAWYER
JL 67-14	THE BROOK	JL 67-11	SONGS OF THE FOREST
JL 67-15	SONG SPARROW	JL 67-13	THE FARM

JL 67-16	TUGBOATS	JL 67-17	SOUNDS OF THE SEA
JL 67-18	SPRING MORNING	JL 69-14	SOUNDS OF ANIMALS
JL 69-17	SHORT STORIES OF MARK TWAIN	JL 69-22	AFRICAN FOLK TALES
JL 69-23	EUROPEAN FOLK AND FAIRY TALES	JL 69-26	JAPANESE FOLK AND FAIRY TALES
JL 70-4	GINGER PYE	JL 70-5	AMOS FORTUNE, FREE MAN
JL 70-6	THE MATCHLOCK GUN	JL 70-12	THE ADVENTURES OF HUCK FINN
JL 70-14	CALL IT COURAGE	JL 70-17	FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANKWEILER
JL 70-19	A TREASURY OF GREEK MYTHOLOGY		
JL 70-20	THE FABLES OF AESOP	JL 70-21	HEIDI
JL 70-22	THE EXPLOITS OF DON QUIXOTE	JL 70-25	JOHNNY APPLESEED
JL 71-2	POETRY - LIKE IT OR NOT	JL 71-8	LET'S CREATE THROUGH MUSIC AND STORY
JL 71-11	THE TRUMPETER OF KRAKOW		

Films available at the CPL (*color)

AND NOW MIGUEL 65 min.
*ANDY AND THE LION 10 min. (short tale)
APPALACHIAN SPRING 31 min. (folk legend ballet)
*AUTUMN ON THE FARM 10 min. (sensitivity to nature)
BALLADS OF THE WEST 14 min.
THE BARBER OF SEVILLE 25 min.
*BETWEEN THE TIDES 24 min. (sensitivity to nature)
*JOHNNY APPLESEED: A LEGEND OF FRONTIER LIFE 15 min.
*THE FABLE OF THE PEACOCK 13 min.
THE FOX AND THE ROOSTER 10 min. (fable)
*THE LOON'S NECKLACE 10 min. (legend)
*PAUL BUNYON: LUMBER CAMP TALES 11 min.
*THE SLY LITTLE RABBIT AND HOW HE GOT HIS LONG EARS 8 min.
GALLANT LITTLE TAILOR 10 min. (fairy tale)
THE PRINCESS AND THE DRAGON (fairy tale)
SNOW WHITE AND ROSE RED 10 min.
*THE STEADFAST TIN SOLDIER 14 min.
THUMBELINA 10 min.
*TOWN MUSICIANS 10 min.
*THE UGLY DUCKLING 11 min.
*CORAL WONDERLAND 28 min. (sensitivity to nature)
*GLORY OF SPRING 10 min. (sensitivity to nature)
*FLOWERING DESERT 11 min.
*I KNOW AN OLD LADY WHO SWALLOWED A FLY 6 min.
*THUNDERING WATERS 22 min. (sensitivity to nature)
*HAILSTONES AND HALIBUT BONES 6 min.
*PADDLE TO THE SEA 28 min.
*WONDERS IN A COUNTRY STREAM 10 min. (sensitivity to nature)
*A WORLD IS BORN 20 min. (sensitivity to nature)

JUNIOR HIGH LEVEL --
A TIME for

- continued emphasis on
  SPONTANEITY AND CREATIVITY
  through
  FREE AND IMAGINATIVE WRITING
  ROLE PLAYING - PANTOMIMING

- refinement of skills

- continued stress on PROPER USAGE
  through ORAL PRACTICE

- avoidance of formal analysis
  in WRITTEN EXPRESSION

- broadening taste in READING

- GREATER INVOLVEMENT
  in formal and informal
  group discussion
  --PANEL
  --SYMPOSIUM
  --DEBATE

- introduction to
  coordination and subordination

I. LISTENING

The student should

- follow specific directions and instructions
- identify specific sounds in environment

- reproduce in writing what is dictated
- improve speech by analyzing own voice

- select main ideas from listening to dictated passages
- note story line in reading done by teachers and others

- note sequence of events; of ideas
- exercise imagination in listening

- draw inferences
- recognize listening as a mental attitude, not merely the physical attribute of hearing

- attend to what others say in group discussion
- be open to viewpoints expressed by others
- respect the opinion of others

- follow speaker's ideas
- identify own prejudices that block effective listening

- enrich speaking vocabulary by listening for precise words in reports, speeches, etc.

- begin to eliminate prejudices that block effective listening

- recognize rhythm in interpretive reading
- distinguish fact from opinion

- summarize main points of a speech or discussion
- develop auditory sense of sentence structure

- identify "loaded" language

II. VIEWING (multi-sensation)

The student should

- refine the ability to identify sense components

- recognize spatial relationships, color intensity, dimension

- extend the ability to interpret sensory experience with emphasis on spatial relationships, color intensity, dimension

- infer mood, attitude, atmosphere from sensory experience

- assess value of sensory stimuli and determine adequate response

- gain insight into problems faced by self and others

- enjoy the impact of multi-sensory experiences

III. READING

A. Word Recognition

The student should

- apply phonetic generalizations and context clues to attack words
- distinguish variant word meanings

- utilize knowledge of prefixes, suffixes, root words, and word origins to unlock word meaning
- use dictionary effectively and frequently

- employ appropriate vocabulary for specific life situations
- recognize need to develop vocabulary and make effort to do so

B. Reading for Meaning

The student should

- recognize emotional coloration of words
- be able to locate key sentences and specific information

- recognize sequential order in events, steps in a process, in a story
- grasp main idea in a sentence, a paragraph, and/or a story
- make proper relationships: cause and effect; comparison and contrast

- recognize bias, prejudice, and propaganda
- read critically and thus be able to predict outcomes, make inferences, recognize implied meaning, make judgments, and distinguish between fact and opinion

- interpret figurative language
- evaluate material read

C. Reading-Study Skills

The student should

- skim materials to find information
- be able to follow directions

- possess facility in locating information
- be familiar with and put to good use, reference materials

- interpret maps, graphs, charts, diagrams, tables, and symbols
- use library wisely

- be able to organize material: outline, take notes, and summarize
- adjust reading speed to material read and purpose

D. Enjoyment and Appreciation

The student should

- enjoy reading and use leisure time for reading
- understand figurative language

- recognize humor, irony, sarcasm and implied meaning (without use of analytic terminology)
- read widely in many areas of interest

- recognize plot, structure
- predict general mood from opening of story

- infer character's feelings from action and conversation
- gain insight into the problems faced by self and others

- understand figurative language in poetry
- apply oral reading skills learned on previous levels
- demonstrate a greater amount of independence in choice of reading

IV. SPEAKING AND WRITING

A. Language Structure

The student should

- effectively use nouns, pronouns, verbs, adjectives, prepositions, and adverbs
- expand sentences through modification
- expand sentences through coordination
- expand sentences through subordination
- become aware that language changes
- begin to see difference between literal and suggested meaning of words

B. Mechanics

The student should

- maintain skills for word building
- associate intonation in oral composition with punctuation in written composition
- maintain punctuation and capitalization skills in simple sentences
- use correct punctuation in compound sentences
- use correct punctuation in complex sentences

C. Composing (oral, written, non-verbal)

The student should

- respond freely and imaginatively to personal and vicarious experiences
- compose authentically and concretely from own experience
- share information, ideas, feelings
- distinguish between objective reporting of facts and details, and subjective reaction to or interpretation of these facts
- become conscious of a purpose and an audience
- note differences between spoken and written language
- base decisions regarding diction and usage on purpose and audience
- support a point of view
- make and accept evaluation based on objective criteria

D. Spelling

The student should

- maintain spelling skills previously introduced
- master list of words based on needs
- refine use of dictionary for independent spelling

LISTENING - JUNIOR HIGH LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Follow specific directions and instructions INTEGRATE WITH READING, MATH, SCIENCE 7 8 9	Introduced in K-3 Maintained in 4-6 Expand by making use of more difficult material; i.e., listening to descriptions of science experiments - have students in small groups perform experiments. Give students opportunity to listen to directions on - playing a game - working a puzzle - making a model. Have students accurately follow these directions. Give specific directions for locating person, place, and thing. Have students follow these directions. Check results. Expand by using selections where directions have to be sifted from other details. Students respond only to the part that gives directions.
Identify specific sounds in the environment 7-8 9 INTEGRATE WITH VIEWING, MUSIC,	Introduced in K-3 by having children identify familiar sounds Maintained in 4-6 Refine by having students tape sounds in immediate environment; for i.e., school, playground, home and street. Use tapes in a variety of ways; i.e., identify each sound heard - mention sound first, then identify when heard on tape. Make a sound tape to be used in a musical program. Identify specific group rendering a particular song. Make a tape of sounds to be used as background for a reading selection. Identify instruments used in a musical selection. Make a sound tape to provide background for reading selection.

LISTENING - JUNIOR HIGH LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Reproduce in writing what is dictated INTEGRATE WITH SPELLING 7-8 9	Introduced in K-3 Maintained in 4-6 Expand by writing from dictation more difficult sentences: - by reproducing directions for - playing a game - baking a cake - working a puzzle - making a model. Further expand by writing a simple paragraph while it is being dictated by the teacher.
Improve speech by analyzing own voice 7 INTEGRATE WITH SPEAKING 8 9 INTEGRATE WITH READING	Introduce by having students listen to a recording of a poem, speech or literary selection and analyze the voice of the speaker for enunciation, pronunciation, and clear distinct speech. Further develop by taping a selection read by several students and compare voice patterns. Expand by having students listen to a short recording of a well-done selection of literature-practice selection-record students reading of same selection - group listens and analyzes.
Select main idea from listening to dictated passage 7-8 INTEGRATE WITH READING 9 INTEGRATE WITH READING, SOCIAL STUDIES, SCIENCE	Introduced on a simple level at Gr. 4 Maintained in Gr. 5 and 6 Expanded by using a more difficult paragraph from a reader, newspaper article or poem. Expanded by recognizing not only main topic but a few supporting details from selections contained in - reader - science - social studies - newspaper article - magazine article. Have students dictate messages of three to five sentences while others pick out main ideas.

LISTENING - JUNIOR HIGH LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Note story line in reading done by teacher and others 7 INTEGRATE WITH READING 8 INTEGRATE WITH WRITING 9 INTEGRATE WITH LITERATURE AND VIEWING	Introduced and maintained in K-3 by listening to simple stories. Maintained by using selections with a more involved story line in 4-6. Expanded by teacher reading - a longer story with a more complex plot - newspaper articles. Further expansion through - use of tapes prepared by a student or groups of students - use of stories written by students and read to class. More refined listening for storyline by listening - to records of scenes from literary selections for example, scenes from Shakespeare or other well-known writers - to short film selection.
Note sequence of events after listening to selection 7 INTEGRATE WITH READING, SOCIAL STUDIES, SCIENCE 8 9 INTEGRATE WITH HISTORY AND LITERATURE	Introduced, developed, and maintained in 4-6 by the use of simple material. Expanded by - using more difficult material from - reader - social studies - science. Further expansion by something like the following: - cut up a story into sections ending at an exciting part - pass out second part to students - read each part of section - student having ending reads it while all listen for sequence of events.

LISTENING - JUNIOR HIGH LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Exercise imagination in listening	Introduced in K-3 Maintained in 4-6
7	Expanded through:
INTEGRATE WITH ART	Listening to descriptive poem of a well-known poet or of one written by a student i.e., in Haiku. Make an oral response or illustrate what is suggested.
INTEGRATE WITH WRITING, READING	After listening or during the listening to a musical selection, illustrate what is suggested.
8	Further expansion:
	Read aloud a poem; disucss the emotional and sense response it evokes - also illustrate.
INTEGRATE WITH ART, MUSIC, READING,	Analyze a song after listening to it; in terms of feelings-words - low-mood created - relation of words and music.
	Read a short poem or short story - have students apply an appropriate title.
	Refinement through:
9	Having listened to a selection create the mood either orally, in writing, or through illustration. Complete the selection another way.
INTEGRATE WITH READING, VIEWING, WRITING,	Have students view a short film selection. Stop at an interesting part and let the class respond by completing the selection either orally or through writing.
	Play selections from recordings of stage, screen and TV productions. Point out change of mood.
	Write original poems or short stories. - plan music, illustrations, sound effects needed to create mood - tape and present to class for analysis

LISTENING - JUNIOR HIGH LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Draw inferences 8 INTEGRATE WITH READING, SOCIAL STUDIES, VIEWING	Develop through the use of simple selections. Stress: - not a guessing game. Show how to use word clues. Use: - newspaper articles - any selection where inference can be made about - people, places, - things, actions, - ideas.
9 INTEGRATE WITH WRITING, VIEWING	Continue but use more complex and subtle selections i.e., - have students write general statements about classmates - read them to the class - have class determine the classmate being discussed - have student indicate what inference he had to make to come to his conclusion. Use tape of sounds - discuss what inferences helped them identify sound. Record students reading the same words, lines, and passages: - compare and contrast aspects such as tone of voice, delivery and mood - discuss inferences that listeners make about what they hear.
Recognize that listening is a mental attitude and not merely the physical attribute of hearing 7 8	Through the use of commercials, news reports, news conferences, and speeches, have students - identify the speaker's topic and main idea - decide if the speaker is trying to influence the listener one way or another. Continue using some media and points of emphasis adding: - decide why the speaker may be trying to influence the listener. Have students write and read speeches to class while class listens to determine definite purpose and how successful it was.

LISTENING - JUNIOR HIGH LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Listening, cont. 9	Maintain by using some media as above but expand by adding the following skill: - determine if the speaker is an authority on his topic
Attend to what others say in a group discussion Be open to viewpoints expressed by others Respect opinion of others Follow speaker's ideas Distinguish fact from opinion Summarize main point of a speech or discussion	These skills have been in use from K-3 and 4-6.
7-8 INTEGRATE WITH READING, SCIENCE, SOCIAL STUDIES, VIEWING	Continue to maintain above skills but stress particularly the following: - follow speaker's ideas - distinguish fact from opinion i.e., have students listen to commercials, bring in and read advertisements from magazines and newspaper - listen carefully to discussions held on other subject areas in order to strengthen these skills.
9 INTEGRATE WITH READING, VIEWING, WRITING, LITERATURE	Continue stressing and refining above skills by having students listen to topics or records of speeches; political, religious, historical. Stress the following skill: summarize main point of a speech or discussion. These skills should also be stressed whenever students participate in any type of discussion of literary works read or of original writing done.

LISTENING - JUNIOR HIGH LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Recognize rhythm in interpretative reading 7-9 INTEGRATE WITH READING WRITING	Introduced in 4-6 Maintained through: - Use of poetry - read with one type of rhythmical pattern - read another selection with different rhythmical pattern. Discuss the effect it had on the selection. Use selections with conversation. Have different students read orally. Class discussion should follow. Use sentences emphasizing different words - changing rhythm. Discuss the effect produced. Tape a selection - have a change in rhythm - write reaction - discuss.
Enrich speaking vocabulary by listening for precise words in reports, speeches, etc. 7-9 INTEGRATE WITH READING AND WRITING	Introduced and maintained in K-3 and 4-6 Expand through the use of - poetry - literary selections - reports - speeches. Use above for: - making comparisons - practice in substituting more precise words - use original writing - help improve by using more precise language - listening and taping conversation held on different levels; discuss and compare - listening to a descriptive prose selection about nature; compare and contrast words used.

LISTENING - JUNIOR HIGH LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Develop auditory sense of sentence structure 7-9	Made aware of this in 4-6 Use simple sentence: - change word order - discuss what happened to meaning. Use more complex sentences: - change word order - discuss how meaning is changed. Use a simple paragraph: - follow same procedure - have students write sentences to be read to the class. Use a series of sentences: have several sentences with displaced modifiers, phrases and even clauses - students listen for these - discuss what happens to meaning.
Identify "loaded language" 8-9 INTEGRATE WITH SPEAKING-WRITING	Bring in advertisements from magazines containing highly persuasive language. Read the advertisements while the student listens for the following: - illogical reasoning - exaggeration. Have the students choose an article popular with a teenager and write an advertisement which could be put on a tape and played back to the students who then would try to identify the "loaded language."

VIEWING - JUNIOR HIGH LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Progress in refinement of sensory acuity	On the primary and intermediate levels students have been exposed to a variety of sensory experiences with emphasis being placed on AWARENESS and RESPONSE to sensory experience.
-refine the ability to identify color, shape, size, texture, line, sound, motion	On the junior high level the students should begin to see definite detail related to COLOR, SHAPE, TEXTURE, SIZE, LINE, SOUND, and MOTION.
-recognize spatial relationships, color intensity, dimension	The teacher should point out certain types of spatial relationships found in those SIGHTS VIEWED; color intensity as it applies to both visual and aural experiences; and dimension both in what is viewed and heard.
Progress in understanding and interpreting sensory experiences	The teacher should aid the student in translating sensory experiences and in implying the mood, attitude and atmosphere generated from the sensory experience. Emphasis should be placed on those experiences which are less familiar to his immediate environment.
-extend ability to interpret sensory experience with emphasis on spatial relationships, color intensity and dimension	Application and evaluation should be included as a means of encouraging the students to make value judgments as to the merit of the sensory stimuli presented and to the degree of involvement as a fitting response.
-infer mood, attitude and atmosphere from sensory experience	On all levels "enjoyment" and greater "insight" are the key words to making this multi-sensory approach meaningful to the student in facing a media-bombarded society.
Progress in evaluating and applying sensory responses to his experience	We are including below a short excerpt from the June, 1971 PASTORAL INSTRUCTION ON MASS MEDIA issued by Paul VI:
-assess value of sensory stimuli and determine response	"It is never too early to start encouraging in children artistic taste, a keen critical faculty and a sense of personal responsibility that is based on sound morality. They need all these so that they can use discrimination in choosing from the publications, films and broadcasts that are set before them.... This sort of training must be given a regular place on school curricula. It must be given, and systematically, at every stage of education. In this way, young people can be helped gradually to develop a new perception in their interpretation of what is offered them by the press, the other media and the literary publishing houses."
-gain insight into problems faced by himself and others -enjoy impact of multi-sensory experiences	

READING - GRADE 9

NOTE:

We are including POINTS OF EMPHASIS FOR THE TEACHER in READING for grade 9 because our high schools need this type of direction since they do not follow a structured reading program such as that worked out in teachers' manuals for the Diocesan-adopted reading program on the elementary level.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Word Recognition INTEGRATE WITH SPEAKING - WRITING & LISTENING	Introduced in 4-6; developed in 7-8 9- Maintain and develop as needed The teacher should encourage the student to: - distinguish variant word meanings - use the dictionary effectively and frequently - employ appropriate vocabulary for specific life situations - recognize the need to develop vocabulary
Reading with Meaning Make proper relationships	Introduced in 7-8 9- Maintain and develop Comparison and Contrast to discover similarities and differences in: - characters and events - time - place - space - size relationships - main and subordinate ideas Cause and Effect to increase in depth of understanding in: - word clues to indicate sequence - plot-development of a story --rising action --falling action

READING - GRADE 9

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
<u>Reading with Meaning</u> Cont. Recognize bias, prejudice and propaganda INTEGRATE WITH SPEAKING - WRITING & LISTENING	Introduced in 4-6; developed in 7-8 9- Maintain and develop Teacher should direct the attention of the student to an awareness of: - sales pressure techniques - misleading statements - unqualified writers - word coloration - slanted writing - fallacy in thought (on a simplified level) Emphasis should be placed on the purpose and intention of the author
Evaluate what is read INTEGRATE WITH SPEAKING - WRITING & LISTENING	Introduced in 4-6; developed in 7-8 9- Maintain and develop Predict outcomes based on - plot development - perception of relationships - author's hints or clues of what is to come Make inferences and recognize implied meaning by reading between and beyond the lines in - setting (time and place) - characters (behavior, motives, traits) - development of plot (action before, during, after) - formation of sensory images (word pictures) - reaction to emotions and motives of characters Make judgments - size-up situations - form opinion based on fact - share views - evaluate

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Evaluate what is read, cont.	Distinguish between fact and opinion Examine components of - fact - opinion - rumor - inadequate information
Interpret figurative language	Introduced in 4-6; developed in 7-8 9- Maintain and develop Teacher should encourage the student to recognize and interpret in an elementary manner simple - comparisions -- simile -- metaphor - echo words - personification Emphasis should <u>not</u> be placed on terminology
<u>Reading-Study Skills</u> Be familiar with and put to good use reference materials	Introduced in 4-6; developed in 7-8 9- Maintain and develop The teacher should encourage the student to - use PARTS OF A BOOK in sifting resource materials - title page - copyright page - preface - contents - illustrations - glossary - appendix - bibliography - effectively use special features of dictionaries - pronunciation - syllabication - parts of speech - definitions - cross references - usage notes - guide words - specialized tables within particular dictionary

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Reading-Study Skills cont. Be familiar with and put to good use reference materials	- use encyclopedias to advantage - cross reference - index to the encyclopedia - become exposed to specialized references - Roget's Thesaurus of English Words and Phrases - Reader's Guide to Periodical Literature - Webster's Biographical Dictionary - use all resources of the library to locate information - Dewey Decimal System - Library of Congress
Skim materials to find information	Introduced in K-3 developed in 4-6 and 7-8 9- Maintain and adevelop The teacher should provide opportunities for the student to skim in order to - find specific words - find ideas - establish a general impression
Adjust reading speed to material read and purpose	Introduced in K-3; developed in 4-6, 7-8 9- Maintain and develop further The teacher should strive to make the student aware of varied reading speeds. Materials should be provided which cover a range of reading speeds. The teacher should aid the student in selecting his reading rate in accordance with - the nature of the materials - the purposes for reading

READING - GRADE 9

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Enjoyment, Appreciation Evaluation, Integration	Criteria in selecting literature in grade 9 should be based on FIRST: literature the student will enjoy SECOND: literature that will lend itself to the objectives of the reading program
Enjoy reading and the use of leisure time for reading	Content: stories about teenagers like themselves with whom they can identify; characters from different socio-economic backgrounds and other racial and national groups
Read widely in many areas of interest	realistic experience related to the student's own life and the real experiences of the adult world of which they will soon be a part
Demonstrate a greater amount of independence in choice of reading	suspense, action, adventure genuine emotion, giving insight into how people feel when they behave in certain ways and into what motivates them humor significance: content that helps the young people understand their world and their life information about something they can do or can become; character and personality-building qualities
	Style: logical organization; not complex and confusing; natural style, somewhat colloquial, not stilted and artificial literary merit: unity, coherence, emphasis; vigorous and colorful style
	Reading level: some criteria should be established to aid in selecting literature that fits the reading level of the student
	Student Evaluation: a constant feedback should be established by the teacher to gauge the success of literature selected for student reading. This feedback should guide the teacher in further selections.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Language Structure Effectively use nouns, pronouns, verbs, adjectives, prepositions and adverbs	Introduced on intermediate level.
7	Stress effective use by employing the better noun, the more vivid verb, the more concise adjective and adverb in simple sentences.
8-9	Strengthen the pupil's abilities to compose interesting and effective compound and complex sentences by giving guided practice in manipulating elements within the sentences.
Expand sentences through modification	Introduced in Grade 7.
7	Assist the student to use a more complex sentence structure through the sequential mastery of sentence expansion beginning with modification. Develop readiness for expansion of subject-predicate concept by recalling structures of simple sentence. Identify essential parts: --subject-verb --subject-compound verb --compound subj.-a verb --comp. subj.-comp. verb Provide oral and written experiences where students are encouraged to use a variety of word modifiers and phrase modifiers to add clarity and color to the simple sentence. Maintained on Gr. 8 and 9.
Expand sentences through co-ordination	Introduced on Gr. 8.
8	Give students many opportunities to use co-ordination as a means of sentence expansion. Note the close relationship of and balance between the independent clauses. Have students differentiate between compound sentences and simple sentences which have compound parts.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINT OF EMPHASIS FOR THE TEACHER
<u>Language Structure</u> (continued) Expand sentences through subordination	Introduced on Gr. 9. Provide a number of experiences where students will use subordination as a means of expanding sentences to show relationships between ideas. Demonstrate the function of subordinating conjunctions and relative pronouns in joining specific sentences in which the expressed ideas are related but are of unequal importance. Provide oral and written experiences where students are encouraged to use clause modifiers to add variety and clarity to the simple sentence.
Become aware that language changes 7 8 9	Indirectly introduced on intermediate level through the study of the origin of language. Provide meaningful experiences to acquaint student with the variety of languages in his immediate environment. Note through a variety of experiences that language changes to fit communication needs that the environment imposes on society. Introduce the concept of "dialect." Emphasize the effect of mass media and travel on "dialect."
Begin to see difference between literal and suggested meaning of words 7-8 INTEGRATE WITH COMPOSING 9	Formally introduced for the first time. Without using analytical terminology, the teacher should encourage students to become aware of word meaning through - dictionary definition of the word - associated shades of meaning of the word in -- advertising -- prose -- poetry Introduce students to selection of "the right word" in composing. Have students note how words influence the emotions of the reader.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Mechanics Maintain skills for word building INTEGRATE WITH COMPOSING	Gr. 7-9 maintain skills introduced on primary level as Reading: Word recognition skill; re-inforced on intermediate level as mechanics objective to maintain skills learned in phonics. Gr. 7-9 review and maintain skills such as - formation of plurals - formation of compounds - formation of derivatives from root words - degrees of comparison - meaningful use of prefixes and suffixes Students should attempt definitions of unfamiliar words by examining context and word parts.
Associate intonation in oral composition with punctuation in written composition INTEGRATE WITH COMPOSING	Introduced on intermediate level; maintained Gr. 7-9. Inflection, pauses, stress, and cadences in speech are reflected in writing through marks of punctuation. Written marks of punctuation replace these speech signals to connect, stress, or separate thought in an intelligible way. Students should regard punctuation as a <u>functional</u> aid to clarity.
Maintain punctuation and capitalization skills in simple sentences INTEGRATE WITH COMPOSING	Introduced on intermediate level; maintained Gr. 7-9. Students should be aware of purposes of punctuation marks and be able to support each use of punctuation. Punctuation marks - indicate intonation - mark off units of expression - clarify meaning Use end marks to convey tone of sentence. Use comma to group words and word pauses into a meaningful pattern. Use quotation marks to indicate exact words of another person. Use apostrophe to show ownership or omission. Use capitalization as usage demands: sentence beginnings; proper nouns.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Mechanics (continued)	
Use correct punctuation in compound sentences	Expansion of intermediate objective to correctly punctuate statements and questions.
8	Have students master the use of a comma and co-ordinating conjunction in the compound sentence.
9	Expose students to the use of the semicolon between independent clauses not connected by a conjunction.
INTEGRATE WITH COMPOSING	Expose students to the use of the semicolon with conjunctive adverbs.
Use correct punctuation in complex sentences	Have students master the use of the comma after introductory clauses and phrases.
Spelling and Handwriting	
Maintain spelling skills previously introduced	Gr. 7-9 maintain basic spelling rules introduced on primary level and expanded on intermediate level.
Master list of words based on needs	Stress integrating spelling skills as they apply in content areas in enlarging vocabulary. Enlist the co-operation of all the content teachers. Ask the content teachers - to develop a specific spelling vocabulary stressing those words most often used in the particular content area, - to stress the importance of accuracy in spelling, - to demand that words be spelled correctly in written assignments, - to insist that students refer to the dictionary for the spelling of unusual or seldom-used words.
INTEGRATE WITH COMPOSING AND READING	Use list of words in spellers.
Refine use of dictionary for independent spelling	Gr. 7-9 maintain and refine. Introduced on primary level as a reading objective: word recognition skills through the use of a very elementary dictionary; expanded on intermediate level in use of dictionary skills to locate and spell a word.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
INTEGRATE WITH COMPOSING AND READING	Help students acquire independence in learning how to spell by encouraging them to apply a definite study method: - Encourage the student to pronounce the word and to look at it carefully to note -- vowel in the unaccented syllable, -- syllables in multi-syllabic words, -- roots, prefixes, suffixes, -- inclusion of silent letters, double consonants, and unusual letter combinations. Remember that all pupils do not learn to spell in exactly the same manner. Illustrate the use of one or a combination of the auditory, visual, oral, and kinesthetic approaches in handling the "trouble spots" in words. Foster in the student a sense of responsibility for being accurate in spelling words which are needed in practical and creative writing experiences.

SPEAKING AND WRITING - JUNIOR HIGH LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing Respond freely and imaginatively to personal and vicarious experience INTEGRATE WITH LISTENING AND VIEWING 7 8-9	Expand student objectives on the intermediate level on finding pleasure in composing freely and frequently. On junior high level utilize various items such as a photograph of an aged and agile man, a mossy rock, a "flick" on "feet," a field trip to a park, or a bubbly glass of gingerale, extending an invitation to share an experience. The teacher can channel the student responses toward imaginative oral, written, and non-verbal composition. The student can keep a simple journal and collect his own ideas, phrases, expressions, descriptions, stories, dialogues, poems, and other responses to existence. Awareness and perception can be sharpened through sensitizing exercises. (refer to listening and viewing) Composing experiences should not be limited to personal participation but extended to encompass imagined participation in another's experience. Before the student can compose with confidence, he must have an idea to express, to communicate. While the teacher does not compose for the student, it is sometimes necessary to ignite the imagination of the student with myriad stimuli. At this point in the development of the composing skills EMPHASIS SHOULD NOT BE PLACED ON FORM. Imagination must not be squelched for the sake of mechanics. The student should be encouraged to respond freely and imaginatively. Mechanics should be stressed only as a means to avoid "fuzzy" expressions and as proofreading for "publication."
Compose authentically and concretely from his own experience INTEGRATE WITH VIEWING 7	Introduced on primary level through oral sharing of experiences Maintained on intermediate level through compositions on personal experiences Provide experiences where students observe and describe people, objects, and situations that are familiar to them. Encourage them to use accurate and specific words in recording details. Use everyday experiences as topics from which students can organize their impressions.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing, cont.	
Compose authentically and concretely from own experience.	
8	Assist students in noting similarities and differences in persons, objects, and situations. Help them describe one or two outstanding features thoroughly and accurately. Emphasize that concrete detail is vital to interesting composing.
9	Have the students choose one person observed and describe a scene both accurately and concretely as they think the person observed would describe it.
Share information, ideas, feelings	Introduced K-3 level. Maintained on intermediate level, and expanded on junior high level with the inclusion of feelings.
7	Have students participate in panel discussion. Note the fact that the panel discussion has as its purpose not to arrive at a decision or solution but to give all sides of a question.
INTEGRATE WITH READING	Emphasize the importance of obtaining and imparting accurate information.
	Provide opportunities for pantomiming as a means of expressing feelings, and collages and montages in art to express ideas.
8	Introduce students to the techniques of conducting a symposium and how it differs from a discussion.
	Encourage students to express themselves through the guise of another through role playing, perhaps as it applies to storybook characters in their readers.
9	Introduce students to the technique of debate. Review the difference between fact and opinion as it applies.
	Encourage students to stage plays where opportunity is given for self-expression.

SPEAKING AND WRITING - JUNIOR HIGH LEVEL

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing	
Distinguish between objective reporting of facts and details and subjective reaction to or interpretation of these facts.	On the intermediate level the students have had some practice in the skill of reporting. Expand the students' ability to compose objective reports based on facts. Stress that he --have a purpose for composing that is clear in both meaning and intent --organize his material in logical sequence --use authentic sources for gathering information --distinguish between pertinent and irrelevant information
7	
INTEGRATE WITH READING-STUDY SKILLS	
8	Provide opportunities for students to note the personal reactions of newspaper writers or T.V. broadcasters who interpret facts as they are presented attaching to them a personal opinion. Note that often opinions which cannot be proved true or false are often statements of approval or disapproval. The sources of these statements should be considered carefully.
9	Aid the student to distinguish between the objectivity presented in reports and the subjective reactions to and interpretation that occurs when these facts are presented. This occurs in newspapers where personal opinions are expressed on the editorial page. Compare an editorial with an objective reporting of the facts. Note that facts can be interpreted and used to suit the purpose of the one using them. Aid students in composing personal reactions to relevant happenings, analyzing their reactions according to --their knowledge of the situation --their geographic location --their attitude Help them realize that their opinion will be more valuable as they --uncover helpful facts by questioning --distinguish between fact and opinion --judge people as individuals

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
<u>Composing</u> Become conscious of a purpose and audience	Formally introduce on Gr. 7 with emphasis on purpose. Point out that organization is the key to successful composing. Make students aware of certain elements that must be contained in the language used and in his approach to the audience which will be: --best received by his audience --most interesting to his audience --most necessary for his audience These elements determine the length, tone, content, order and diction of the selection.
INTEGRATE WITH LANGUAGE STRUCTURE	Lead students to a selection of exact words which will make a selection most effective. Provide opportunities for oral and written expression emphasizing the following on grade level indicated:

GRADE	PURPOSE	RESPONSE DESIRED
7 - 8	to inform	understanding
8 - 9	to convince	belief, acceptance of one's argument
9	to actuate	action-definite and obvious
	to stimulate	emotion, inspiration
	to entertain	enjoyment, pleasure

Note differences between spoken and written language	Introduced indirectly on primary level where children are encouraged to express themselves orally about their personal experiences. Expanded on intermediate level to include a variety of both verbal and written activities.
7	Sustain pupils' readiness for successive stages of written communication by providing oral activities such as conversations, discussions, reporting, giving directions, making oral announcements.

STUDENT OBJECTIVES (cf. Scope and Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing, cont.	
Note differences between spoken and written language, cont.	Concentrate upon similarities and differences existing between oral and written forms of communication such as: introductions invitations explanations announcements directions reports
8	Draw from the students the differences in language almost always observed in comparing writing and speaking. Note these: --Language which is used in writing has a tendency to be more formal. --Sentences in written expression are inclined to be longer and more complex. --Colloquial phrases usually do not appear in written expression.
9	Re-emphasize and expand the similarities and differences in spoken and written language by analyzing their own compositions in both written and spoken style.
Base decisions regarding diction and usage on purpose and audience	Indirectly introduced on the intermediate level by providing a variety of composing experiences and maintained on Gr. 7. Focus attention of the junior high student on Gr. 8-9 upon:
8	--knowing when a situation calls for informality or formality of language, both in speaking and in writing. --recognizing different levels of usage; standard, non-standard, informal, formal, colloquial, or slang.
8-9	--knowing what usage forms are correct in standard, written English. --adapting sentence structure to purpose and audience.
9	--expressing ideas in more complicated sentence patterns, in order to better relate ideas and create a variety in structure.
Support a point of view	Introduced on junior high level through a variety of experiences in individual conversations and group discussions.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing, cont. Support a point of view, cont. INTEGRATE WITH VIEWING 7	Aid students to be aware that their point of view will be influenced by their --physical position --knowledge of the situation --attitude toward situation Acquaint students with author's point of view based on statements in various selections such as newspapers, magazines, books, T.V. broadcasts. Point out the fact that the point of view of a piece of work determines what is included, omitted, understood, or misunderstood.
8	Encourage students to support their point of view from facts rather than mere opinion through conversation and discussion activities. Give them opportunities to prepare outside materials to substantiate their position in discussions.
9	Aid students in recognizing point of view of various individuals and implementing these facts to support their points of view and project them in compositions. Help students crystallize their points of view concerning problems, behavior and attitudes of teenagers. Direct students to formulate a guiding purpose that will clearly reflect the point of view they have chosen.
Make and accept evaluations based on objective criteria INTEGRATE WITH LISTENING EXPERIENCES	Introduced informally on the intermediate level through experiences in oral and written expressions. On junior high level provide experiences where the student can make and accept oral, written and non-verbal evaluations of the work of peers and teachers based on objective criteria rather than mere personal opinion. The objective criteria emphasized on each grade level is Grade 7 - Purpose of the composition - Audience reaction Grade 8 - Suitable mode of expression - Good vocabulary Grade 9 - Appropriate content - Effect on audience Make sure that the student realizes it is important to praise what is good and change what could be better.

R E S O U R C E S F O R T H E T E A C H E R 7 - 9

BASIC TEXTS APPROVED BY THE DIOCESE IN 1967

GRADES 7 and 8

Conlin, David, et al., Our Language Today, American Book Company, 1971, 1966

*Maxwell, John (general editor) Ginn Elements of English, Ginn and Company, 1970

Roberts, Paul, The Roberts English Series, Harcourt-Brace and World, 1966

*Continuation of Ginn's Elementary English Series - highly recommended by summer English committee

SUPPLEMENTARY BOOKS

GRADES 7 and 8

Glatthorn, Allan A., et al., The Dynamics of Language, D.C. Heath and Co., 1971

Dawson, Mildred, et al., Language for Daily Use, Harcourt, Brace and Co., 1969. (referred to as HARBRACE)

APPROVED SPELLER

McHale, R.E., et al., Spelling, Laidlaw Brothers, 1970, 1967

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LISTENING SKILLS - GRADES 7 and 8

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 7		
Ginn	270-271	listening for alliteration, rhyme, rhythm
	42, 44, 46	listening for sentence errors
	124, 203	listening skills in discussion
Harbrace	Ch. 13	importance of listening, and activities to develop good listening habits
Grade 8		
Ginn	244-247	for sound patterns in poetry
	72	in judging appeals
Harbrace	53, 55, 56	in conversation
	162	to improve vocabulary
	63-67	to improve voice and speech
	314	in an interview
	107-128	to sentences
	146-148	" "
	69	to speeches
	347-48	to radio, T.V.

SPEAKING AND WRITING - JUNIOR HIGH LEVEL, 7-8

LANGUAGE STRUCTURE

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 7		
American	Ch. 12	using standard English
	Chs. 8-12	study of verbs, nouns, adj., adv., prep.
Ginn	Ch. 1	your language system
	Ch. 3	study of language families
	Ch. 4	classifying words as to form, function, position
Harbrace	1-16	origin of language
	77-90	nouns: what they are and do
	278-387	prepositions and conjunctions
	288-300	sentence patterns
Heath	Ch. 5	origin of language
Grade 8		
American	64	methods of sentence expansion (use only modification and coordination)
	86	use of coordinators
	200	dialect
Ginn	Ch. 6	effective use of nouns, verbs, adjectives
	1-25	language styles
	16-18	jargon
Harbrace	Ch. 1	nouns, pronouns, verbs
	Ch. 3	using modifiers
	Ch. 9	pronoun and verb usage; no emphasis on types of pronouns nor on tense of verbs
Heath	Ch. 11	purpose of language and speaking styles to accomplish purpose
	290-291	intonation
MECHANICS		
Grade 7		
American	Ch. 7	punctuation and intonation
	170-171	skills of capitaliztion
Ginn	153-159	conventions of punctuation, comma, quotation marks, apostrophe, capitalization

SPEAKING AND WRITING - JUNIOR HIGH LEVEL, 7-8

MECHANICS, cont.

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Harbrace	290	punctuation of compound sentences
	119-120	punctuation of dialogue
	79, 82	punctuation of possessives
	423-430	rules for punctuation
Heath	95-98	pronunciation rules
	127-128	pronunciation of dialects
Grade 8		
American	Ch. 9	what the dictionary can tell about language
Harbrace	Ch. 6	word building
	Ch. 13	using your dictionary
Heath	368-370	capitalization
	374-379	punctuation
	367-368	abbreviations
	370-373	numbers, plurals, possessives
SPELLING		
Grade 7		
American	244-249	aids to better spelling
Harbrace	332-333	method of learning spelling
	431-433	" " " "
	431-434	one hundred spelling demons
Grade 8		
American	Ch. 8	aids for developing word power
Ginn	328, 330	
	432	use of dictionary
	432	method of learning spelling
	324-326	phonetic approach to spelling
	432-433	rules for spelling
Heath	106-109	rules for suffixes

SPEAKING AND WRITING - JUNIOR HIGH LEVEL, 7-8

COMPOSING

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 7		
American	372	topics for composing
	231	composition dealing with sensory experiences
	151-152	constructing a character using verb power
	104-105	application of fact and opinion to newspapers
	271-289	presentation of development and execution of reports
	374-375	graphic review of outlining procedure
	7	emphasis on audience awareness when composing
	3-18	art of composition - apply both to written and oral
	21-33	units of composition - use material for observation of a paragraph and simple analysis of sentence sequence
	51	suggestions for written expression on imaginative situations
Ginn	21-32	sharpening your senses - observation skills
	33-38	writing descriptions
	159-167	communicating in standard English
	171-177	good resource for presenting relationship between words, meaning and emotion
	253	relationship between language and imagination
	Ch. 6	presents practice in making usage choices considered important in standard dialect
	15	steps in revising process
Harcourt-Brace		apply where feasible
Harbrace	55-56	presents guidelines for conversation
	57-59	making introductions
	63-65	suggestions for preparing and giving a talk
	101-107	writing descriptions
	257-272	giving explanations and reports - guidelines
Heath	Ch. 1	develops concept of communication and its relation to language
	Ch. 3	how communication takes place
	Ch. 11	the colors of your mind - imagination - visual imagery

SPEAKING AND WRITING - JUNIOR HIGH LEVEL, 7-8

COMPOSING

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 8		
American	Ch. 1-3	(Use materials of these chapters without a strong emphasis on structural analysis of the composition. Let the students WRITE, WRITE, WRITE.)
	Ch. 6	imaginative writing technique
	TG 224	(Use these expressions to distinguish beween the literal and figurative sense)
	Ch. 13	stimulates practice in observation skills - explaining and reporting these observations accurately
	Ch. 10	standard and sub-standard English
	142-145	activities to develop sensory awareness
Ginn	Ch. 2	importance of the writer's developing his own style - suited to audience, situation and purpose
	Ch. 3	develops ideas for practice in clear thinking reflected by clear use of language
	Ch. 8	newspaper reading and writing reports
	101-105	joining sentences
	368-369 370	figurative language literal language
Harcourt-Brace		Apply as feasible
Harbrace	Ch. 2	speaking effectively in making announcements giving explanations and direction, in conversation, in making introductions
	Ch. 8	writing stories and making reports
	Ch. 14	poetry
	1-14	origin of language

SPEAKING AND WRITING - JUNIOR HIGH LEVEL, 7-8

COMPOSING

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
Grade 8, cont.		
Heath	Ch. 1	good presentation of basic concepts of communication such as the word as an arbitrary symbol and the difference between the word and the thing
	Ch. 10	broad overview of and introduction to the study of dialect
	Ch. 12	demonstrates how efficient communication occurs
	333-334	communication in audience situation
	Ch. 11	choice language-styles to use
	273-279	purposes in communication
	221-225	writing clearly and effectively

RESOURCES FOR THE TEACHER
GRADE 9

HIGH SCHOOL TEXTBOOK SERIES

LANGUAGE AND COMPOSITION

Conlin, David A. and George R. Hermen. Operations in Modern Grammar and Composition. New York: American Book Company, 1971.

Glatthorn, Allan A.,et al. The Dynamics of Language - 9. Massachusetts: D.C. Heath and Company, 1971.

Guth, Hans P. American English Today - 9. New York: Webster Division: McGraw-Hill Book Company, 1970.

Stegner, Wallace, et al. Modern Composition. New York: Holt, Rinehart and Winston, Inc., 1969.

LITERATURE

Carlson, G. Robert. Insights: Themes in Literature. St. Louis: Webster Division: McGraw-Hill Book Company. 1967. (Copyright -- need of revision)

Cline, Jay, et al. Voices in Literature, Language and Composition I. Massachusetts: Ginn and Company, 1969. (for the below average student)

Cettrell, Beekman W., ed. Insight: Literature of Imagination. New York: Noble and Noble, Publishers, Inc., 1969. (for above average students)

Kitzhaber, Albert R., ed. Literature I. New York: Holt, Rinehart and Winston, Inc., 1968. (very structured approach)

Pooley, Robert C., et al. Galaxy Series (Thrust, Focus, Vanguard, Perspectives, Accent: USA, Compass) Illinois: Scott, Foresman and Company, 1969.

Pooley, Robert C., ed. Outlooks Through Literature. Illinois: Scott, Foresman and Company, 1968. (good for 9 and 10; in need of revision)

Potell, Herbert. Adventures for Today. New York: Harcourt, Brace and World, Inc., 1968. (for the slower learner)

Smith, Dora, et al. Literary Heritage Series. New York: Macmillan, 1968.

Sutten, John F., et al. Ideas and Patterns in Literature I. New York: Harcourt, Brace and World, Inc., 1970 (good for thematic approach)

Zweigler, Jay, ed. Man Series (Fictional, Poetic, Dramatic, Expository modes) Illinois: McDougal, Littell and Company, 1970. (good for supplementary -- contemporary)

Minor, Delores. (consultant) New Worlds Series, New York, Harcourt-Brace Javanovich, 1971. (for reluctant readers)

RESOURCES FOR THE TEACHER - GRADE 9

LISTENING GRADE 9

Educational Developmental Laboratories Inc. Listen and Think (cf. gr. 7-8)
This material is suitable for grade 9 also.

S.R.A. Listening Skills Program. Intermediate Level IIa, IIb, IIc. (cf. gr. 7-8)

Loban, Ryan, Squire. Teaching Language and Literature, Grades 7-12. Harcourt, Brace, World, 1969. esp. pp. 242-256. Excellent material and activities.

VIEWING GRADE 9

Short films from Cleveland Public Library

These short films visually communicate a meaning or a story without using words. Besides training in visual perception most of them are excellent springboards for discussion. Most can also be correlated with listening since music is integral to the film.

A Very Special Day 19 min. color
Clay 8 min.
Adventure of an * 10 min. color
Chairy Tale 10 min.
Leaf 7 min. color
Many Moods of Skiing 10 min.
NY, NY 16 min. color
Red Balloon 34 min. color
String Bean 17 min. color

Mockingbird (L'Oiseau Moquer) 30 min. Based on a short story by Ambrose Bierce, this film tells the story visually with almost no dialogue. Similar films by the same director: An Occurrence at Owl Creek Bridge, Chickamauga.

Window on Canada: An Interview with Norman McLaren. 30 min. Well-known avant-garde filmmaker discusses animation techniques.

News PARADE OF...(each year 1938-1966) 10 min. each. Suggested activity: draw inferences about the people of that time, their interests, etc.

GENERAL READING AIDS, GRADE 9

Scholastic Literature Units. Theme-centered units--include class set of anthology plus multiple copies of related books for group or individual reading.

Scholastic Magazines. Paperback book clubs and student magazines: Scope (reluctant readers) and Literary Cavalcade.

Reading Laboratory Series, Grades 7-12. Individualized program to build reading skills through vocabulary development, word attack skills, comprehension and speed. S.R.A.

Reading for Understanding, Grades 8-12. Another S.R.A. reading lab. Individualized reading program containing 400 lesson cards arranged on progressive levels of difficulty. Lessons are designed to develop students' ability to grasp full meaning of what he reads by teaching him to analyze ideas and reach logical conclusions. S.R.A.

The Literature Sampler. S.R.A. lab - type individualized program Lessons contain excerpts from a variety of books of interest to adolescents. Sampler Libraries accompanying the lab contain paperback editions of many of these books S.R.A.

Smith, Nila Banton. How to Become a Better Reader. Series of six workbook type books on junior and senior high levels. In addition to developing basic reading skills these books also develop specific study skills needed in social studies, science, math, and literature. Prentice-Hall.

Robinson, H.Alan and Sidney J. Rauch. Guiding the Reading Program. SRA 1965.

Massey, Will and Virginia D. Moore. Helping High School Students Read Better. Holt, Rinehart, Winston, 1965.

Austell, Jan. What's in a Play? Harcourt, Brace and World, 1968.

Dunning, Stephen. Teaching Literature to Adolescents: Poetry. Scott Foresman, 1966.

Holmes, Paul C. and Anita J. Lehman. Receiving and Sending the Poem. Harper Row, 1969. (Teacher reference.)

Howes, Alan B. Teaching Literature to Adolescents: Plays. Scott Foresman, 1968.

Jenkinson, Edward B. and Jan Stouder Hawley. Teaching Literature in Grades 7-12. Indiana University Press, 1967.

Murphy, Geraldine. The Study of Literature in High School. Blaisdell, 1968

FOR RELUCTANT READERS

Macmillan Gateway English. A literature and language arts program which teaches language arts skills as an integrated part of the study of literature and related to student's experience. Uses contemporary works of high interest, detailed teacher's manuals.

Contact. A program of thematic reading units for hard-to-reach students in grade 7-12 reading at 4-6 grade level. Each unit includes 35 illustrated paperbacks anthologies, 35 student logbooks, LP record, 8 posters and a teaching guide. Folkways/Scholastic Records. 906 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Scope/Visuals Books, Eight collections of transpanrencies and spirit masters teaching basic reading skills to reluctant learners. (Reading skills, Vocabulary Building, Observation Skills, Determining Sequence, Reasoning Skills, Vowels Crosswords, Consonant Crosswords, Language Usage Crosswords).

Holt's Impact. Thematic reading units with multi-media approach for "the student whose progress in school is impeded by his environment, not necessarily by his intelligence."

RESOURCES FOR THE TEACHER 7-9

SPEAKING AND WRITING - GRADE 9

LANGUAGE STRUCTURE

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
McGraw-Hill	68-70	word order
HEW	70-73	word forms: s, ed, ing
	74-77	function words: articles, prepositions, auxiliaries, connectives
	77-78	Introduction to subject-predicate:
	78-82	- noun and pronoun
	82-86	- verb and auxiliary
	87-88	Introduction to sentence patterns:
	89-92	- verb and object
	92-96	- linking verbs
	97-99	- indirect object
	99-104	- object complement
	104-14	transformations: verb complement; subject-passive verb;auxiliary-subject-rest of verb; there-form of be - subject
	115-16	Introduction to kinds of modifiers
	116-21	- adjective-adverb
	122-24	- prepositional phrases
	124-27	- appositives
	128	Introduction to joining clauses
	129-32	- coordination
	132-35	- subordination
	135-38	- relative clauses
	139-42	- noun clauses
Heath	61-83	processes of change in word meaning - somewhat technical
	85-115	language change: history of language - enrichment
	165-77	verb phrase,transitive verb phrase, middle verb
	179-97	restrictive and nonrestrictive clauses
	199-201	noun clause
	180-95	embedded clause
	199-219	"
Holt, Rinehart, and Winston	305-59	sentence structure
	309-26	cases of pronouns; problems with pronouns
	280-308	use of verbs
	1-26	word structure; denotation and connotation
	263-74	coordination and subordination
McGraw-Hill AET	83-164	parts of speech, co-ordination, subordination, appositives
	181-252	use of nouns, pronouns, adjectives, adverbs, agreement

SPEAKING AND WRITING - GRADE 9

LANGUAGE STRUCTURE, cont.

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
ABC	12-30	sentence structure; subject-predicate relationship
	53-71	noun use
	73-105	verb forms, irregular verbs
	107-33	adjectives and adverbs
	135-55	prepositions, conjunctions, pronouns
	157-70	coordination and subordination
	393-405	study history and change in language
MECHANICS		
Heath	117-39	word building skills: function of prefixes, suffixes; word formation
Handbook:	299-300	abbreviations
	300-02	capitalization
	303-05	plurals
	305	possessives
	306-312	punctuation
	312-18	usage: alphabetical arrangement of common usage pitfalls
	318-24	writing resources: letters, library
Holt, Rinehart and Winston	340-48	capitalization and punctuation; rules for meaning; audience and purpose
McGraw-Hill	412-50	punctuation: period, question mark, comma,
AET	454-59	dash, apostrophe, hyphen, quotation marks, capitalization
ABC	191-200	conventions of punctuation
	175-89	relation of intonation and punctuation

RESOURCES FOR THE TEACHER

SPEAKING AND WRITING - GRADE 9

COMPOSING

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
McGraw-Hill (HEW)	161-165	levels of usage:
		Introduction to standard and nonstandard usage:
	165-69	verb forms
	170-73	pronoun forms
	173-75	glossary of some nonstandard expressions
	178-79	Introduction to formal-informal usage
	180-82	- word choice
	183-87	- pronoun forms
	187-89	- adverb forms
	190-92	glossary of some "too informal" expressions
	195	Introduction to basic relationships
	196-201	- agreement
	201-205	- pronoun reference
	205-210	- position of modifiers
	210-11	Introduction to effective sentences
	211-214	- unnecessary duplication
	214-217	- mixed construction
	217-220	- shifts in point of view
	220-224	- parallel structure
Heath	223-43	characteristics of good writing: economy, clarity, effectiveness
	245-50	comparison between speech and writing
	251-71	major writing styles
	40-45	diction in literature
	26-28	related to purpose
	29-30	"
Holt	1-26	word structure; denotation and connotation
Rinehart	93-103	reacting to experiences and literature
Winston	138-179	"
McGraw-Hill	486-500	preparing and delivering a speech
AET	265-361	the process of writing, themes--note that the paragraph as such is not introduced until grade 10

RESOURCES FOR THE TEACHER

SPEAKING AND WRITING - GRADE 9

COMPOSING

PUBLISHING COMPANY	PAGE	SPECIFIC AIDS
ABC	175-89	relationship between intonation and punctuation
	249-263	planning and writing a theme
	265-80	developing a topic; presenting a topic
	313-28	vocabulary developing a topic; presenting a topic
SPELLING		
Heath	134-35	of - able/ -ible suffix
	135	of - ant/ -ent
	130-32	changes when adding suffixes
	136-37	"
	303-5	of noun plurals
Holt Rinehart Winston	180-204 327-339	use of the dictionary suggestions for spelling
McGraw-Hill AET	1-82	vocabulary development and dictionary skills--well-developed
ABC	204-17	detailed study of the dictionary
	220-239	problems in spelling

RESOURCES FOR THE TEACHER - 7-9

GENERAL REFERENCES

Carlson, G. Robert, Books and the Teenage Reader, New York, Bantam, 1967.

Dunning, Stephan, English for the Junior High Years, National Council of Teachers of English, Champaign, Illinois, 1969.

Eble, Kenneth, A Perfect Education, Macmillan Company, 1966. (General education including language arts).

Fader, Daniel and McNeil, Elton, Hooked on Books: Program and Proof, Berkeley, 1968. (creative ideas substantiated through testing)

Hopkins, Lee Bennett, Let Them Be Themselves, Scholastic Book Service, 1969. (attitudinal development)

Jenkinson, Edward and Seybold, Donald, Writing as a Process of Discovery, Indiana University Press, 1970 (Paperback-$1.95) (good in developing creative writing program)

Kohl, Herbert, The Open Classroom, Random House, 1969. (integrated approach to learning)

Leavitt, Hart, The Writer's Eye, Bantam, 1968

Loban, Walter, et al., Teaching Language and Literature, Harcourt, Brace and World, 1969. (excellent resource for listening, viewing, and composing)

McHale, et al., Up the Down Spiral, Vol. I and II, Board of Catholic Education, 1968, 1969 (Diocesan English Guidelines, grades 7-12; volume II contains sample units and programs grades 7-12. Available from the Board of Catholic Education - $3.00)

Macrorie, Kenneth, Writing to be Read, Hayden Book Co., 1968. (excellent resource)

Moffett, James, A Student-Centered Language Arts Curriculum, Gr. K-13, Houghton-Mifflin Co., 1968. (many aids and activities suggested)

Pooley, Robert, Teaching English Usage, National Council of Teachers of English. (a classic resource for teaching of usage)

Reeves, Ruth, ed., Ideas for Teaching English: Grades 7-8-9, National Council of Teachers of English, Champaign, Illinois, 1966. (over 400 pages of practical suggestions)

Sohn, David, Come to Your Senses, Scholastic Book Services, 1970. (outstanding program in building sensory awareness for creative writing)

Smith, James, Language Arts in the Elementary School, Allyn and Bacon, 1967.

Walter, Nina, Let Them Write Poetry, Holt, Rinehart, and Winston, 1962.

Smith, Rodney P., Creativity in the English Program, NCTE/ERIC Studies in the Teaching of English, National Council of Teachers of English, Champaign, Illinois, 1970. (An excellent state of the art paper with outstanding bibliographies and references)

PROFESSIONAL JOURNALS

National Council of Teachers of English, Elementary English (published October through May; $10.00 per year includes membership in NCTE).

National Council of Teachers of English, English Journal (published September through May; $10.00 per year includes membership in NCTE).

National Council of Teachers of English, English Education (published in October, February, and May; $3.00 per year).

International Reading Association, Journal of Reading (published October through May; $15.00 per year includes membership IRA).

Media and Methods Institute, Media and Methods (published nine times a year; $5.00 per year single subscription: North American Publishing Company, 134 North 13th street, Philadelphia, Pennsylvania 19107)

MEMBERSHIPS

NCTE: National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Membership $10.00 per year includes one of the NCTE journals).

EAO: English Association of Ohio, (Patricia Bjerstedt, 169 Flint Ridge Drive, Gahanna, Ohio 43230. $2.00 yearly membership if also member of GCCTE; otherwise $3.00.)

GCCTE: Greater Cleveland Council of Teachers of English, (Richard Gifford, William Dean Howells Junior High, 4016 Woodbine Ave. Cleveland, Ohio yearly membership: $1.00).

SUPPLEMENTARY AIDS AND ACTIVITY RESOURCES FOR THE TEACHER 7-9

(Teachers should select from these materials listed below those aids and activities which meet the needs and abilities of their students.)

American Education Publications, Education Center, Columbus, Ohio 43216 ($.40)

YOUR ENGLISH SKILLS by Editors of Read Magazine

10 PLAYS AND CHORAL READINGS (gives practical suggestions for classroom production)

IMAGINE AND WRITE (Gr. 6) (paperback booklet for creative ideas, writing)

READ - THINK - STUDY (Gr. 6) (booklet can be used by Jr. High students to reinforce reading skills)

READING WITHOUT WORDS (SW 10) (good for interpretation of pictures, cartoons, etc.)

IMAGINATION IN THINKING AND WRITING (suggestions for developing student's own creative writing.)

SUPPLEMENTARY AIDS AND ACTIVITY RESOURCES FOR THE TEACHER 7-9

American Education Publications, cont.

ASK AND ANSWER (SW 9)

PERCEPTION (provides students with an exciting look at the world around them)

WAYS TO CLEAR THINKING (SW 11)

CREATIVITY IN THINKING & WRITING (designed to make students aware of their creative potential)

Continential Press - valuable pupil workbooks and duplicating masters for language and study skills. See catalog.

Charles E. Merrill Co., Inc.

BUILDING LANGUAGE POWER SERIES Gr. 3-8 ($1.20)

USING THE LIBRARY SKILLTEXT Gr. 4-8 ($.57)

POETRY MATERIALS

THE MAN SERIES, Poetic Mode 1, 2, 3, Zweigler, Joy, ed., Mc Dougal, Littell & Company (paperback)

ON CITY STREETS, comp. Nancy Larrick, Bantam (paperback)

VOICES, AN ANTHOLOGY OF POEMS AND PICTURES, ed. Geoffrey Summerfield (Rand McNally) Bks. 1,2,3

POETRY, U.S.A., ed. PAUL Malloy, Scholastic (Contains a teacher guide)

REFLECTIONS ON A GIFT OF WATERMELON PICKLE Scholastic (paperback) purchased only through TAB Book Club.

CAVALCADE OF POEMS Scholastic (paperback) purchased only through TAB Book Club

CREATIVE WRITING MATERIALS

Applegate, Mauree, WHEN THE TEACHER SAYS "WRITE A POEM," New York: Harper & Row, Publishers, 1965.

Christensen, Fred B. RECIPES FOR CREATIVE WRITING, Set 1 General Recipes .Creative Writing Press, 514 Hermosa Vista Ave. Monterey Park, California, 91754

Myers and Torrance (Ginn and Co., Home Office, Boston, Mass. 02117)

CAN YOU IMAGINE? (Primary level-excellent ideas for teacher)

FOR THOSE WHO WONDER (Primary level-offers ideas for teachers)
INVITATIONS TO THINKING AND DOING (Gr. 4-6 - provides activities easily used by Jr. High students.)

INVITATIONS TO SPEAKING AND WRITING CREATIVELY (Jr. High)
PLOTS, PUZZLES, AND PLAYS (Jr. High)

LISTENING, VIEWING, WRITING

LISTENING SKILLS PROGRAM IIa, IIb, IIc, (Available in cassette, tapes, or records) (can be used with success even in grade 9)
GROWING WITH COMPOSITION (transparency program - see catalog) Gr. 4-6 - Provides excellent development for writing)

Education Developmental Laboratories Inc. Listen and Think
Mallis, Jackie (editor), 1967
Books F,G,H. - Grades 6,7,8,
- Each series contains material geared to average and above average achievement on a particular level
- Because of this, the starting level should be one year below current grade level
- Teachers of Grade 9 will find suitable material in this series.

SPICE: SUGGESTED ACTIVITIES TO MOTIVATE THE TEACHING OF LANGUAGE ARTS, Platts, et al. Educational Services, Inc., P.O. Box 219, Stevensville, Michigan, 49127. 236 pp. (Available for $4.60.)

STORYTELLING AND CREATIVE DRAMA, Dewey Chambers, 1970 (#372.28 C.P.L.) 253

SUPPLEMENTARY AIDS AND ACTIVITY RESOURCES FOR THE TEACHER

Films available at the CPL (*color)
*PICTURE IN YOUR MIND 16 min. (depicts the roots of prejudice)
*STORY OF A BOOK 11 min.
*SPRING COMES AGAIN 16 min. (Outdoor sequences observe the changes in nature as the season goes from winter thaw to the full bloom of spring)
*SPRING COMES AGAIN 11 min. (Striking photography of nature in all her moods)
*ABOUT RUMORS 15 min.
IS THERE COMMUNICATION WHEN YOU SPEAK? 18 min.
SAY WHAT YOU MEAN 20 min.
*BLINKITY BLANK 6 min. (film in which the visuals are elusive designs of recognizable objects which explore into abstract forms)
*STAR AND STRIPES 3 min. (viewing color and its effect)
DISCUSSION TECHNIQUE 28 min.

* BETWEEN THE TIDES 24 min. (sensitivity to nature)
*CORAL WONDERLAND 28 min. " " "
*GLORY OF SPRING 10 min. " " "
*FLOWERING DESERT 11 min. " " "
*THUNDERING WATERS 22 min. " " "
*WONDERS IN A COUNTRY STREAM 10 min. " "
*A WORLD IS BORN 20 min.
*SONGS OF THE AUVERGNE 20 min.
SPEECH: USING YOUR VOICE 10 min.

*A MESSAGE TO NO ONE 25 min.

Recordings found in the Lewis Carroll Room of the CPL
(These records can furnish many oral language experiences and can be used as motivation for creative writing.)

JL 58-1 OSCAR WILDE FAIRY TALES
JL 58-6 LISTEN AND LAUGH
JL 60-14 ADVENTURES IN SOUND AND SPACE
JL 60-18 FOLK TALES FROM WEST AFRICA
JL 64-2a LET'S LISTEN
JL 64-12 DANNY KAY TELLS SIX STORIES FROM FAR AWAY PLACES
JL 67-2 JACK TALES
JL 67-10 BIRDS ON A MAY MORNING
JL 67-12 THE SWAMP IN JUNE
JL 57-20 BRER MUD TURTLE'S TRICKERY
JL 60-4 4 JUST SO STORIES
JL 60-1 WALTER DE LA MARE READING AND SPEAKING
JL 60-17 THE DREAM KEEPER
JL 63-5 A GOLDEN TREASURY OF FAMOUS SPEECHES
JL 64-25 HAIKU - A TALK
JL 65-6 THE BEST STORIES OF AESOP
JL 66-6 "...of gods and ghosts"
JL 67-6 THE ADVENTURES OF TOM SAWYER
JL 67-1 SONGS OF THE FOREST
JL 67-13 THE FARM
JL 67-18 SPRING MORNING
JL 69-17 SHORT STORIES OF MARK TWAIN
JL 70-14 CALL IT COURAGE
JL 70-19 A TREASURY OF GREEK MYTHOLOGY
JL 70-22 THE EXPLOITS OF DON QUIXOTE
JL 71-11 THE TRUMPETER OF KRAKOW
JL 67-17 SOUNDS OF THE SEA
JL 69-14 SOUNDS OF ANIMALS
JL 70-5 AMOS FORTUNE, FREE MAN
JL 70-17 FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANK-WEILER
JL 71-8 LET'S CREATE THROUGH MUSIC AND STORY

SENIOR HIGH LEVEL --
A TIME for

- reacting freely and honestly
  in all LIFE SITUATIONS
- demonstrating a greater independence
  in LEARNING
- employing a more sophisticated use
  of language in SELF EXPRESSION
- developing a personalized style
  in WRITING
- refining taste in READING
- interacting intelligently in
  CONVERSATIONS AND DISCUSSIONS
- refining sensitivity in
  VISUAL PERCEPTION

AS AN AID TO
- evaluating
  RELEVANT LITERATURE
  MASS MEDIA
  SELF EXPRESSION
  and
- INTEGRATING THE COMMUNICATION ARTS

I. LISTENING

The student should

- carry out complex directions after hearing them read only once
- recall main ideas of speeches, reports, etc., after a lapse of time

- improve speech by analyzing own voice
- distinguish honest persuasion from dishonest propaganda

- follow trend of thought in person-to-person contacts as well as in group discussion
- draw inferences and make generalizations from discussions

- demonstrate empathy in person-to-person listening-speaking contacts as well as in group discussion
- demonstrate open-mindedness toward speaker

- identify viewpoints of speakers
- begin to develop art of conversation by being a good listener

- develop auditory sense of such elements as sequence, transition, etc.
- develop auditory sense of paragraph structure

- identify speaker's pattern of organization
- relate what is heard to speaker's intention, content, organization, audience, and situation

- evaluate strengths and weaknesses of prominent speakers using objective criteria
- value the importance of good listening habits in a media-bombarded society

II. VIEWING (multi-sensation)

The student should

- grow in sensitivity to the basic sense components

- become aware of composition (make-up) as a dimension in perception

- abstract and therefore recognize some existing visual symbolism in sense experience

- grow in understanding and in interpretation of distinguishing features of sense components

- analyze for understanding and evaluation of sense components (with concentration on composition and visual symbolism)

- grow in awareness and appreciation of the impact of sense components in life situations

- be able to integrate, synthesize and apply insights derived from study of sense components (particularly composition and visual symbolism)

- experience emotional or intellectual identification

III. READING

A. Word Recognition

The student should

- distinguish variant word meanings
- use the dictionary effectively and frequently
- employ appropriate vocabulary for specific life situations
- recognize the need to develop vocabulary and make an effort to do so

B. Reading With Meaning

The student should (THE COLLEGE BOUND STUDENT SHOULD ALSO)

- recognize the emotional quality of words
- make proper relationships: cause and effect; comparison and contrast

- recognize bias, prejudice and propaganda
- read critically and thus be able to predict outcomes, make inferences, recognize implied meaning, make judgments and distinguish between fact and opinion

- INTERPRET THE DENOTATION AND CONNOTATION OF A PASSAGE IN RELATION TO THE OBJECTIVE OF THE AUTHOR

- TRANSLATE NONLITERAL STATEMENTS (METAPHOR, IRONY, ETC.) INTO ORDINARY LANGUAGE

- perceive independently the unity in setting, style, characterization, symbolism, etc., and their relationship to the theme

C. Reading-Study Skills

The student should

- be familiar with and put to good use reference materials
- skim materials to find information
- adjust reading speed to material read and purpose

D. Enjoyment, Appreciation Evaluation and Integration

The student should

- enjoy reading and the use of leisure time for reading
- read widely in many areas of interest
- demonstrate a greater amount of independence in choice of reading
- define in a general way, recognize independently in literary works, and "talk" about:
    - the basic elements of a literary work
    - the various genres
    - figurative language
- convey ideas, feelings and experiences which were derived from literature and relate them to previous ones both literary and personal

THE COLLEGE-BOUND STUDENT SHOULD ALSO

- recognize and talk about the finer points of literary analysis
- perceive independently in a specific work the various elements that make up the art form in literature
- draw an hypothesis or theory about an author, a set of works, an art form or a literary age

IV. SPEAKING AND WRITING

A. Language Structure

The student should

- apply what is known of sentence structure and word meaning in evaluating one's own and other's writing
- use a variety of sentence structures through careful positioning of modifiers
- recognize and use verbals as modifiers
- learn and apply the basics of paragraph structure
- learn and use effectively various ways of developing paragraphs
- reinforce concept of language change through general knowledge of development of language
- recognize subtle nuances of words

B. Mechanics and Spelling

The student should

- maintain mechanics skills previously learned
- maintain and develop skills for word building
- recognize that some punctuation in English language is a matter of convention
- learn to use the refinements of punctuation that mark the mature writer

C. Composing (oral, written, non-verbal)

The student should

- move toward development of personalized style
- react honestly and personally to impressions and immediate experiences
- grow in ability to give and take objectively in sharing information, ideas, feelings
- demonstrate skill in handling social and business situations
- express observations with clarity, accuracy, and conciseness
- relate an incident accurately and interestingly
- recount experiences convincingly
- select and maintain a consistent tone and point of view
- control tone and mood in free writing experiences
- generalize validly from specific incidents
- organize ideas to support a topic
- use objective evidence to support a statement or point of view
- demonstrate understanding of good usage in adapting language to fit occasion, audience, purpose
- communicate widely and well by adapting language to occasion, audience, purpose
- make and accept evaluations based on objective criteria

Spelling (see Mechanics)

LISTENING - SENIOR HIGH

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Carry out complex directions	The teacher should plan class-centered or experience-centered directions which the students would be expected to follow after hearing them only <u>once</u>. Students should be encouraged to discuss and evaluate in groups their ability to accomplish the goals of the directions.
Recall main ideas	Introduced in 4-6; developed in 7-9. Students should often be directed to recall main ideas of reports, speeches, and other class activities after a lapse of time. 10 - Before a student is permitted to contribute to a discussion, he must be able to repeat the main idea of the speaker before him (to that speaker's satisfaction). 11-12 - Time lapse for recall should be extended from beginning to end of class or from class to class.
Improve speech by analyzing own voice	Introduced in 7-9. With personal evaluation by means of tape recordings, the student should analyze his own voice: 10 - volume pitch emphasis inflection 11-12 - phrasing variety of rate force

LISTENING - SENIOR HIGH

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Distinguish honest persuasion from dishonest propaganda INTEGRATE WITH READING	Foundation laid on previous levels 10 - Have students find examples from radio, television; use tapes of professional speakers to analyze both honest persuasion and dishonest propaganda. 11-12 - Students should be encouraged to produce examples of both honest persuasion and dishonest propaganda to test other students. Students should be made aware of the impact of editing in pre-recorded presentations.
Follow trend of thought	Introduced in elementary form in 7-9. Activities related to regular classroom discussions and specifically planned "listening" situations should lead the student to maintain the train of thought. Emphasis should be on listening to the speaker in discussion rather than on concentration on the student's own contribution. Be aware of the speaker's purpose and intention.
Draw inferences and make generalizations from listening to discussion INTEGRATE WITH READING	Students should be directed to judge the meaning of what is said in discussion on the basis of 10 - word choice volume pitch emphasis inflection 11-12 - levels of meaning connotation phrasing rate force

LISTENING - SENIOR HIGH

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Demonstrate empathy in person-to-person contacts as well as in group discussion	Attitudinal objectives that should be eventual outcomes of the previous objective to draw inferences and make generalizations from listening to discussion.
Demonstrate open-mindedness toward speaker	Empathy here does not necessarily imply agreement but rather an understanding.
Identify viewpoints of speaker	Introduced in 7-9 Emphasis should be on the speaker's position or point of reference as demonstrated by his choice of words, levels of meaning, tone, inflection, etc.
Begin to develop the art of conversation by being a good listener	The students should be provided with a variety of situations in which they can converse with one another on a variety of topics of their own choosing in a mature way. Emphasis should be on evaluation of the student's listening as a contribution to vital conversing.
Develop auditory sense of such elements as sequence, transition, etc. Develop auditory sense of paragraph structure Identify speaker's pattern of organization	Introduced in 4-6; developed in 7-9. Maintain in 10-12 with specific group activities in which the students signal the sequential progress of what is heard and the transitions made. Use specific large group exercises in which students "outline" (pinpoint) the development of thought development in a dictated paragraph.

LISTENING - SENIOR HIGH

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Relate what is heard to speaker's intention, content, organization, audience and situation Evaluate strengths and weaknesses of prominent speakers by using objective criteria	Foundation laid on previous levels The senior high student should be expected to account for all aspects of a speaking situation in order to -make relationships -draw conclusions -evaluate constructively
Value the importance of good listening habits in a media-bombarded society	An attitudinal objective that should be the outcome of all previous objectives

VIEWING - SENIOR HIGH LEVEL
(GRADES 10-12)

STUDENT OBJECTIVES	POINTS OF EMPHASIS FOR THE TEACHER
Grow in sensitivity of the basic sense components. Become aware of composition (make-up) as a dimension in perception Abstract, and thereby recognize some existing visual symbolism in sense experience Grow in the understanding and in the interpretation of distinguishing features of the sense components Analyze for understanding and evaluation of sense components (with emphasis on composition and visual symbolism) Grow in awareness and appreciation of the impact of the sense components in life situations Be able to integrate and synthesize and apply insights (particularly composition and visual symbolism) Experience emotional and intellectual identification with what is viewed	Sense components: color, shape, texture, size, sound, tone, light, motion In the primary, intermediate and junior high years, visual and aural acuity have been carefully developed. It is the function of the senior high years to give the students sufficient learning situations for the application of these skills. The object of such learning situations should be greater comprehension, discrimination, and mature evaluation of what the student perceives. In "English" classroom, the senior high student should further become aware of and recognize the composition of what is viewed -- an integration of all the sense components on the totality of what is viewed or seen should lead the student to some awareness of visual symbolism: meanings of color, shape, size, texture, etc., in a particular viewing situation. The senior high school should also provide the student with specific elective courses in the viewing-skills area. Courses (quarter, semester, or year-long) in film making, mass media, photography should be developed so that the student's acquisition of viewing skills is not totally theoretical. Film criticism is also encouraged for the junior and senior years. The specific electives should involve the student primarily in DOING, PERFORMING, in the area of film making or media. The obligation of the school in the area of implementing the broad objectives of the viewing scope and sequence is a relatively new one, but one that must not be overlooked or minimized. We are including below a short excerpt from the June, 1971 PASTORAL INSTRUCTION ON MASS MEDIA issued by Paul VI: "It is never too early to start encouraging in children artistic taste, a keen critical faculty and a sense of personal responsibility that is based on sound morality. They need all these so that they can use discrimination in choosing from the publications, films and broadcasts that are set before them.... It is useful for educators to take note of some of the broadcasts, films, and publications that most interest the young in their care. They can then develop the child's critical powers.... This sort of training must be given a regular place on school curricula. It must be given, and systematically, at every stage of education. In this way, young people can be helped gradually to develop a new perception in their interpretation of what is offered them by the press, the other media and the literary publishing houses."

READING - SENIOR HIGH
(Grades 10-12)

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Word Recognition INTEGRATE SPEAKING-WRITING OBJECTIVES	Introduced in 4-6; thoroughly developed in 7-9. 10-12 Maintain and develop as needed: - variant word meanings - dictionary usage - vocabulary for specific life situations - development of personal vocabulary
Reading with Meaning Recognize the emotional quality of words	Introduced in 7-9. 10 Specific exercises in denotation and connotation provided by the teacher. 11-12 The denotative and connotative quality of words should be independently determined by the student in his general reading.
Make proper relationships	Introduced in 7-9. 10 Comparison and contrast: - characters: recognition of protagonist and antagonist - setting: moods created by various settings within a work 10-12 Theme: relationship between character, setting, plot, conflict and the writer's intention 11-12 Cause and effect: - plot: recognition of foreshadowing distinguish all forces that lead to a particular outcome - conflict: recognition of man vs. man man vs. nature man vs. himself

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Reading with Meaning, cont. Recognize bias, prejudice and propaganda INTEGRATE SPEAKING-WRITING & LISTENING OBJECTIVES	Introduced in 4-6; developed in 7-9. 10-12 Maintain and expand. 10 - connotation and denotation of words - author's intention - arrangement of details - inclusion of details - exclusion of details - emphasis of details 11 - loaded language - some techniques of propaganda 12 - false analogy - equivocation
Evaluate what is read INTEGRATE SPEAKING-WRITING & LISTENING OBJECTIVES	Introduced in 4-6; developed in 7-9. 10-12 Maintain and develop in independent reading and in selections provided by teacher. - predict outcomes - make inferences - recognize implied meaning - make judgments - distinguish between fact and opinion

READING - SENIOR HIGH
(Grades 10-12)

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Reading with Meaning, cont. The college-bound student should demonstrate a high level of understanding and interpretation in his reading	The college-bound student should go beyond simple recognition of the emotional quality of words to an understanding and facile interpretation of denotation and connotation in relation to the part and/or whole of a work of literature and the intention of the author. He should be able to demonstrate a high level of understanding and interpretation of figurative language by translating such non-literal statements into ordinary language: 10 - metaphor, simile 11-12 - irony, personification He should be able to perceive independently the unity in setting, style, characterization, symbolism, etc., and their relationship to the theme of a work of literature.
Reading-Study Skills Be familiar with and put to good use reference materials	Introduced in 4-6; developed in 7-9. 10-12 Maintain and expand. The teacher should encourage student to independently consult resource materials such as: General references: almanacs atlases biographical references dicitionaries encyclopedias lexicons illustrations indexes to poetry & periodicals magazines & newspapers maps, charts, graphs, textbooks Specialized references: Reader's Guide to Periodical Literature Book Review Digest Roget's Thesaurus of English Words and Phrases Webster's Biographical Dictionary

READING - SENIOR HIGH
(Grades 10-12)

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Reading-Study Skills, cont. Skim materials	Introduced in K-3; developed in 4-6 and 7-9. 10-12 Maintain and develop further. The teacher should strengthen the student's skimming skills to help him: - locate information - determine whether the material contains needed data - get an overview of an assignment - find a particular detail - find the main idea - expedite research process - preview material prior to close examination - select reading material
Adjust reading speed to material read and purpose	Introduced in K-3; developed in 4-6 and 7-9. 10-12 Maintain and develop further. Alert students to reading rates in: - textbooks - novels - poetry - media -- newstories -- editorials -- newsjournals
Enjoyment, Appreciation Evaluation, Integration Convey ideas, feelings and experiences which were derived from literature and relate them to previous ones both literary and personal INTEGRATE SPEAKING-WRITING OBJECTIVES	Present in some form on all previous levels. The integration of the reading experience into the whole of the communication arts program is essential to a meaningful learning experience on any level. The student on the senior high level must be given frequent opportunities to react freely to literature and to convey those reactions to others and relate the vicarious literary experiences to his personal experience.

READING - SENIOR HIGH
(Grades 10-12)

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Enjoyment, Appreciation Evaluation, Integration, cont. Enjoy reading and the use of leisure time for reading Read widely in many areas of interest Demonstrate a greater amount of independence in choice of reading	Criteria in selecting literature in the senior high years should be based on FIRST: literature the students will enjoy SECOND: literature that will lend itself to the objectives of the reading program. Content: stories about teen-agers like themselves with whom they can identify; characters from different socio-economic backgrounds and from other racial and national groups realistic experiences related to the student's own life and the real experiences of the adult world of which they will soon be a part suspense, action, and adventure; exciting episodes of courage, skill and heroism genuine emotion, giving insight into how people feel when they behave in certain ways and into what motivates them humor, satire significance: content that helps the young people understand their world and their life today information about something they can do or can become; character and personality-building qualities Style: logical organization; not complex and confusing natural style, somewhat colloquial, not stilted and artificial literary merit: unity, coherence, emphasis; vigorous and colorful style Reading level: carefree analysis of literature under consideration as to readability; some criteria should be established to aid in selecting literature that fits the reading level of the student

READING - SENIOR HIGH
(Grades 10-12)

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Enjoyment, Appreciation, Evaluation, Integration, cont. Define in a general way, recognize independently in literary works, and "talk" about literary terms, genres, and figurative language.	Student Evaluation: a constant feedback should be established by the teacher to gauge the success of literature selected for student reading. This feedback should guide the teacher in further selections - Literary terms: plot, character, setting, point of view, themes, conflict hero, dialogue, alliteration, onomatopoeia, comedy, satire, parody, rhyme - Genres: fiction, nonfiction, poetry, drama - Figurative language: metaphor, simile, irony, personification
The college-bound student should define in a general way, recognize independently in literary works, and talk about literary terms, genres and figurative language.	- Literary terms: allegory, assonance, consonance, foot, meter, subplot, types of irony, tragedy, tragic hero, tone, mood, blank verse, couplet, quatrain, ode, elegy, sonnet, epic, style, structure, realism, romanticism, naturalism - Genres: to be able to distinguish the various differences within the genres themselves - Figurative language: imagery, symbolism, hyperbole, paradox
The college-bound student should approach literature with the ability to apply the basic principles of literary analysis.	The college-bound student should perceive independently in a specific work the various elements that make up the art form in literature. The college-bound student should be able to draw a hypothesis or theory about an author, a set of works, an art form or an age.

SPEAKING AND WRITING - SENIOR HIGH

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
<u>Language Structure</u> Sentence structure, word meaning applied to the student's and other's writing Use a variety of sentence structures Recognize and use verbal modifiers	Introduced in 7-9: subordination, coordination, modification. Maintain on senior high with frequent small group evaluation of student's short compositions. Using a chart prepared by the teacher, students should read each other's papers for sentence length kinds of sentences (structure) most important word in each sentence effective use of verbals (suggest if none used) Students should revise and rewrite papers based on these objectives.
Learn and apply the basics of paragraph structure INTEGRATE WITH COMPOSING INTEGRATE WITH LISTENING	Introduced as a reading <u>objective</u> in 4-6 and developed in 7-9; not previously introduced as an objective in speaking-writing. Develop to: Topic Sentence (abstraction or generalization) Development (specific and concrete details to support generalization) Closing Sentence (summation of details or restatement of generalization) 10 - Initially students should develop with specific and concrete details their own simple topic sentences such as "Jane is a good-looking girl." "My brother is a pest." "Physical fitness wears me out." "Tom is a playboy." 11-12 - Progression to more sophisticated topic sentences and paragraph structures (sub-topic sentences) should not be undertaken until the student has a firm grasp of basic structure and development.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Language Structure, cont. Learn and use effectively various ways of developing paragraphs	Not previously introduced in any specific objective. Using student paragraphs, class and group composing, and student evaluation develop: enumeration of details order of importance chronological order comparison contrast example negative details definition cause and effect logical order (syllogism) NOTE: Progression from simple methods of development to more sophisticated ones should not be undertaken until simple ones are mastered in a variety of writing situations.
Reinforce concept of language through general knowledge of the development of the language	Awareness of language change is introduced in 4-6 and maintained in 7-9. 10 - Students should be exposed to etymology and the phenomenon of dialectology. 11-12 - Students should be introduced to a brief exposition of the history of the English language. The phenomenon of dialectology should be refined.
Recognize the subtle nuances of words INTEGRATE WITH READING INTEGRATE WITH LISTENING	Introduce in 7-9 as literal and suggested meaning of words and emotional quality of words. Through the student's listening, speaking, reading, and writing the student should recognize the following and be able to relate their speaking and writing. 10 - denotation connotation 11-12 - semantics levels of meaning

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Maintain skills previously learned Maintain skills for word building Recognize that some punctuation is a matter of convention Use refinements of punctuation that mark the mature writer INTEGRATE WITH COMPOSING	Mechanics associated with the simple sentence introduced in 4-6; mechanics of the complex sentence introduced in 7-9. Throughout 10-12 review as needed: comma and the dependent clause comma and phrases semi-colon colon quotation marks Punctuation as suggested by voice intonation and complexity of sentence structure. Emphasis in mechanics and spelling should be placed on the individual student's writing, not in isolation.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing React honestly and personally to impressions and immediate experiences INTEGRATE WITH READING INTEGRATE WITH VIEWING	TOWARD DEVELOPMENT OF PERSONALIZED STYLE Introduced in grades 7-9. Students should react to personal and vicarious experiences freely and frequently in a variety of ways: speaking, writing, non-verbal expression. 10 - Students should be given a variety of visual and auditory stimuli to react to. Though paragraph structure is introduced on this level, written expression should often be "free". 11-12 - Emphasis should progress to reaction to vicarious literary experiences: free at first; later structured for the college-bound.
Grow in ability to give and take objectively in sharing information, ideas, feelings INTEGRATE WITH LISTENING	Present at all previous levels. In 10-12 greater fluency and stronger convictions will provide more opportunities for the realization of this objective. Frequent sharings in small and large groups of examples of student's oral, written and non-verbal communication should be encouraged.
Express observations with clarity, accuracy, and conciseness INTEGRATE WITH LANGUAGE STRUCTURE	Implied in composing objectives 7-9 Emphasis should be placed on choice of exact and concrete words. 10 - Specific exercises of rewriting examples of "blurred" and inaccurate writing should be introduced.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing, cont.	
	11-12 - Emphasis should be in revising, "tightening", rewriting the student's own writing. Such a skill as this objective implies will be more difficult to develop orally. Tape recorder and student reaction could be utilized effectively.
Relate an incident accurately and interestingly	Present in curriculum at all levels. Utilizing common experiences (school life, teen-community life, films, TV, etc.) students can evaluate each other's expression of an incident.
Recount experiences convincingly INTEGRATE WITH VIEWING	Emphasis should be on the student's ability to relate incidents and experiences first objectively and then convincingly. Word choice will obviously be the primary consideration.
Select and maintain a consistent tone and point point of view Control tone and mood in free writing experiences INTEGRATE WITH READING INTEGRATE WITH LISTENING	Not previously introduced as a specific objective. 10 - Specific planned exercises for group or class work should be introduced with emphasis first on recognizing then on creating various points of view, tones and moods in reading, speaking and writing. Students should be able to distinguish various points of view, tones and moods in the writing of others and note the differences in spoken communication. 11 - Students should be given specific assignments in which they would be required to select and maintain a specific tone, mood or point of view in their written and oral expression. 12 - Students should revise and rewrite in order to gain control and maintain a consistent tone, mood or point of view as required.

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing, cont. Generalize validly from specific incidents INTEGRATE WITH LISTENING INTEGRATE WITH VIEWING	A corollary of previous objectives on expressing incident accurately and interestingly (cf. above) 10 - Students should be made to draw conclusions, inferences about specific incidents especially in their own and other students' writing and speaking. 10-12 - Students should be responsible for making valid judgments from specific incidents. Use of the mass media should be increasingly used.
Organize ideas to support a topic Use objective evidence to support a statement or point of view	A corollary of the language structure objectives above (cf.: paragraph structure and development). 10 - Speaking and writing (free or structured) should center on the student's experience so that valid evidence is readily available. 11-12 - A more sophisticated base can be developed for the student who has mastered the ability to substantiate his own experiences with valid evidence. Literary subjects and judgmental propositions would be in order for such a student.
Demonstrate understanding of good usage in adapting language to fit occasion, audience and purpose Communicate widely and well by adapting language to occasion, audience, and purpose	Introduced and developed in 7-9. Maintain in 10-12 by talking about slang, colloquialisms, jargon, faulty figures of speech, etc. in speaking and writing. 10 - Student should be made aware of the need to adapt his language to occasion, audience and purpose through specifically controlled speaking and writing experiences. For example: subject: His future (job or college) To faculty (spoken) To friends (spoken) (letter)

STUDENT OBJECTIVES (cf. Scope & Sequence)	POINTS OF EMPHASIS FOR THE TEACHER
Composing, cont.	To employer or admissions counsellor (letter) To himself (journal) To his eight year old brother (spoken) 11-12 - Maintain and develop with less controlled situations but with greater emphasis on mature spoken and written experiences.
Make and accept evaluations based on objective criteria	Introduced in grade 7-9. Maintain in senior high with frequent learning activities in group discussions, public speaking, free and structured writing.
INTEGRATE WITH LISTENING	Students should freely evaluate their own and other students' writing and speaking as to: achievement of purpose appeal to audience diction and usage evidence to support generalizations appearance of presentation

RESOURCES FOR THE TEACHER - GRADES 10-12

The following resources are not intended as an exhaustive list. Rather they are an overview of professional publications and unique source materials for the senior high school teacher in the skills areas of the communication arts.

GENERAL REFERENCES

Eble, Kenneth E. A Perfect Education. New York: Macmillan, 1966.

Kohl, Herbert, The Open Classroom. New York: The New York Review, 1969.

Moffett, James, A Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers. New York: Houghton Mifflin, 1968.

Loban, Walter and Margaret Ryan and James R. Squire, Teaching Language and Literature: Grades 7-12. New York: Harcourt, Brace and Jovanovich, Inc., 1969.

Board of Catholic Education, Diocese of Cleveland, Up the Down Spiral With English, Vol. I and II, 1968-69 (Diocesan Guidelines have an extensive bibliography in all areas of communication arts).

Smith, Rodney P., Creativity in the English Program (cf. p. 218 for annotation)

NCTE/ERIC - NCTE English Journal includes up-to-minute NCTE/ERIC materials in each issue.

PROFESSIONAL JOURNALS

National Council of Teachers of English, Elementary English (published October through May; $10.00 per year includes membership in NCTE).

National Council of Teachers of English, English Journal (published September through May; $10.00 per year includes membership in NCTE).

National Council of Teachers of English, English Education (published in October, February, and May; $3.00 per year).

International Reading Association, Journal of Reading (published October through May; $15.00 per year includes membership in IRA).

Media and Methods Institute, Media and Methods (published nine times a year; $5.00 per year single subscription: North American Publishing Company, 134 North 13th Street, Philadelphia, Pennsylvania 19107).

MEMBERSHIPS

NCTE: National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Membership $10.00 per year includes one of the NCTE journals).

EAO: English Association of Ohio, (Patricia Bjerstedt, 169 Flint Ridge Drive, Gahanna, Ohio 43230. $2.00 yearly membership if also member of GCCTE; otherwise $3.00).

GCCTE: Greater Cleveland Council of Teachers of English, (Richard Gifford, William Dean Howells Junior High, 4016 Woodbine Ave. Cleveland, Ohio yearly membership: $1.00).

LISTENING

GENERAL REFERENCES

Loban, Walter and Margaret Ryan and James R. Squire, Teaching Language and Literature: Grades 7-12. New York: Harcourt Brace, 1969.

Niles, Olive S. and Margaret J. Early, "Listening," Journal of Education. Boston University, Vol. 138, No. 3 (December, 1955).

Russell, David H., "A Conspectus of Recent Research on Listening Abilities," Elementary English. Vol 41, No. 3 (March, 1964), pp. 262-267.

Witty, Paul, Studies in Listening, Champaign, Illinois: NCTE, 1959.

RECORD SOURCES

Spoken Arts: Spoken Arts, Inc., 92 Valley Road, New Rochelle, New York.

Caedmon: Caedmon Sales Corporation, 227 Fifth avenue, New York. 10016

Decca: Decca Records, 445 Park Avenue, New York 10022

Folkways: Folkways Records, 117 West 46 Street, New York 10036

VIEWING

GENERAL REFERENCES

Audio-Visual Instruction: monthly journal available from Association for Educational Communications and Technology, 1201 16 Street, N.W., Washington, D.C. 20036

Media and Methods: published nine times a year, September through May by Media and Methods Institute, Inc., 134 N. 13th Street, Philadelphia, Pennsylvania 19107

See: copublished by Screen Educators' Society, Inc., Chicago, Illinois, and Geo. A. Pflaum Publisher, 38 W. Fifth Street, Dayton, Ohio 45402 Six issues per year; $5.00 per year.

MEDIA STUDY SOURCES

Media Innovators Exchange
PO Box 4485
Anaheim, California 92803

Has some good materials for the senior high viewing problem. Of special note is A Mass Media Notebook for Teachers which gives the essence of a mass media course in the senior high school. Activities presented (and thoroughly developed) could also be used in the regular "English" classroom to develop an awareness of the impact of media.

Geo. A. Pflaum, Publishers
38 West Fifth Street
Dayton, Ohio 45402

A wide variety of excellent visual materials for the senior high. Of particular note are the following:

Film: The Creative Eye, by David Sohn ($3.95)

An excellent film program incorporating sixteen short films. For use on the senior high level and probably restricted to grades 11 and 12. The films include "Why Man Creates", "The Leaf" and "Ski the Outer Limits".

Themes: Short Films for Discussion, by William Kuhns ($8.95)

A loose leaf binder containing 112 suggested short films, with guides, activities, etc. Indispensable.

Film in Depth Series (minimum of $2.00)

Series of booklets (50¢ each) that dig into a single short film, such as "No Reason to Stay", "The Language of Faces", "Orange and Blue". Some excellent films suggested in the series and the booklets provide excellent guidance for the teacher and the student.

FILM RENTAL SOURCES:

McGraw Hill, Contemporary Films, 327 West 41 Street, New York, N.Y. 10036

National Film Board of Canada,680 Fifth Avenue, New York, N.Y. 10019

Pyramid Productions, Box 1048, Santan Monica, California 90306

(Cleveland Public Library and Cuyahoga County Library both have extensive catalogues available)

SPEAKING - WRITING

GENERAL REFERENCES

Jenkinson, Edward B. and Donald A. Seybold, Writing as a Process of Discovery: Some Structured Theme Assignments for Grades Five Through Twelve. Bloomington, Indiana: Indiana University Press, 1970.

Macrorie, Ken, Writing to be Read. New York: Hayden, 1968.

Pooley, Robert C. Teaching English Usage. Champaign, Illinois: National Council of Teachers of English, Stock No. M 27-6.

MATERIALS

Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.
(Power in Composition: nine unit books of colorful transparencies in fundamental skills in compostition for the junior high school, but easily adapted to grade 10.)
(Contemporary Composition: twelve unit books of transparencies in college composition for grades 11 and/or 12.)

Sohn, David, Come to Your Senses. Englewood Cliffs, New Jersey: Scholastic Book Services, 1971. (An excellent film strip program in writing awareness recommended for the high school. Though directed at writing responses to visual stimuli, it provides excellent opportunities for sharpening visual acuity.)

READING

GENERAL REFERENCES

Carlsen, G. Robert, Books and the Teenage Reader. New York: Bantam, 1967.

Dawson, Mildred A. Developing High School Reading Programs. Newark, Delaware: International Reading Association, 1967.

Fadar, Daniel N. and Elton B. McNeil, Hooked on Books: Program and Proof. New York: Berkley, 1968.

Karlin, Robert, Teaching Reading in High School. New York: Bobbs-Merrill, 1964.

Perrine, Laurence, Sound and Sense: An Introduction to Poetry. 2nd Edition. New York: Harcourt, Brace and World, 1963.

Purves, Alan C. Elements of Writing About Literary Works: A Study of Response to Literature. Champaign, Illinois: National Council of Teachers of English, 1968.

Rosenblatt, Louise M., Literature as Exploration, New York: Odyssey Press, 1961.

(Geo. R. Klein News Service in Cleveland will be publishing a quarterly newsletter beginning in the fall of 1971, which will deal with selected titles of adolescent and young adult paperback books. Edited by two experienced teachers, the newsletter promises to be quite helpful to teachers in the Northeastern Ohio area.)

MATERIALS

AEP -- American Education Publishers, Education Center, Columbus, Ohio 43216
(Paperback book club for the senior high; excellent selections and teachers' guides.)

Scholastic Book Service -- Scholastic Magazines, 902 Sylvan Avenue, Englewood Cliffs, New Jersey.
(Paperback book clubs for the senior high; student magazines: Senior Scholastic, Voice, and Literary Cavalcade. Local Representative: Mr. Neil Corrigan, 10501 Sherman Rd., Chardon, Ohio 44024)